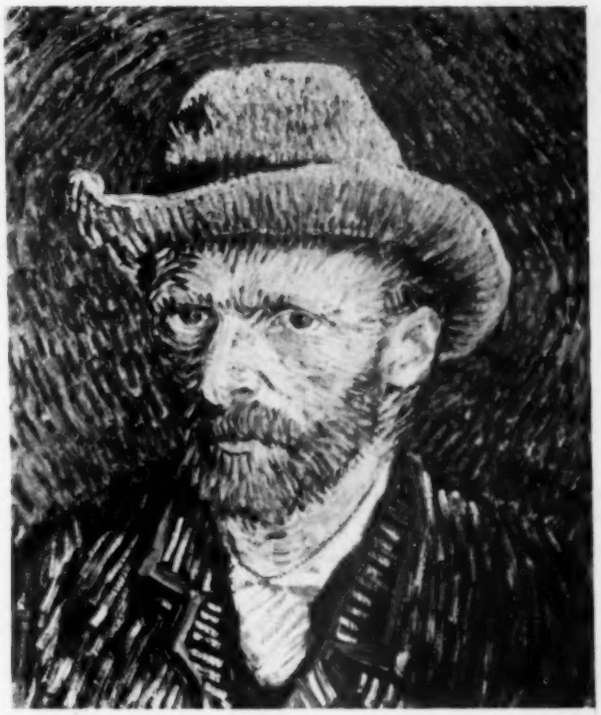
MARCH 1959

VISUAL

SEATTLE

APRIL 13-16



an educational and highly entertaining motion picture . . .

The Story of Creative Capital

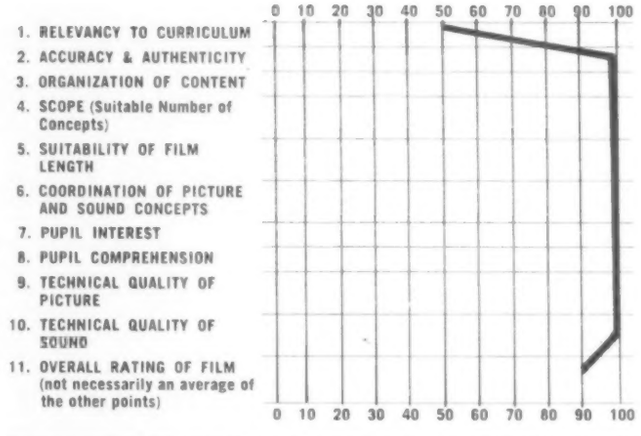
- 16mm • Animated • Technicolor
- Original Music Score • Cleared for TV • Sound • 14 Minutes
- Produced by John Sutherland

Here is how the Los Angeles County Schools "graded" this film . . .

The theme of this animated cartoon story is that no single individual can provide the capital necessary for financing our large corporations. However, many individuals by pooling their capital can make it possible for individuals to have and enjoy the good things of life which can be produced only by large-scale production facilities.

The film points out that the collective use of the capital of many individuals has resulted in such consumer articles as automobiles, costing fewer hours of work than they cost thirty-five or forty years ago, not to mention the improvements in the product. The film uses a reliable unit of measurement of purchasing power which is the average number of hours of labor necessary to earn funds to procure certain articles. This basic unit of measurement overcomes the fluctuation present in the "dollar" as a unit of measurement.

Utilization: This is a very good film for freshman economics at the college level. It can be used to an advantage in social studies courses, particularly courses on problems of democracy, at the senior high school level. It is an especially good film for adult audiences such as civic clubs, service clubs, and business men's organizations.


0 10 20 30 40 50 60 70 80 90 100
1. RELEVANCY TO CURRICULUM
2. ACCURACY & AUTHENTICITY
3. ORGANIZATION OF CONTENT
4. SCOPE (Suitable Number of Concepts)
5. SUITABILITY OF FILM LENGTH
6. COORDINATION OF PICTURE AND SOUND CONCEPTS
7. PUPIL INTEREST
8. PUPIL COMPREHENSION
9. TECHNICAL QUALITY OF PICTURE
10. TECHNICAL QUALITY OF SOUND
11. OVERALL RATING OF FILM (not necessarily an average of the other points)
0 10 20 30 40 50 60 70 80 90 100

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1615 H Street, N. W., Washington 6, D. C.

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Date wanted: from _____ to _____

☐ Enclosed is $. _____ ☐ Bill School ☐ Bill Me

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VOLUME 4 NO. 3 | MARCH 1959

". . . to help improve instruction through the more effective use of materials."

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the EDITOR'S notebook

SUMMER AUDIOVISUAL courses and workshops (including television) will be listed in the April and May issues again this year. If we missed your institution in circulating our forms to get this information, you can still be listed in May if you act now. Be sure to send titles of courses, dates, and names of instructors.

• • •

April is Teaching Career Month. This event has now created almost as much enthusiasm as American Education Week which occurs in the fall. Television spots, posters, and leaflets are available free for your use. Write to Teaching Career Month, NEA, 1201 16th St., N. W. Washington 6, D. C. The basic leaflet *You Can't Pull Good Teachers Out of a Hat* explains the objectives of Teaching Career Month, offers suggestions, and lists other available publications and materials.

• • •

The National Association of Educational Broadcasters adopted this year a new constitution that makes membership by individuals possible. As you may recall, NAEB was formerly an institutional organization. You will find the *NAEB Journal* and *Newsletter* very valuable. Abstracts of research from the *Journal* are reprinted under the title *Research Fact Sheets.* Frequently research printed in *AVCR* is abstracted for the *Journal.*

An entirely new approach to the question "How much does good education cost?" has been taken in *An Essay on Quality in Public Education* a new publication from the NEA Educational Policies Commission. Although the statement is made that no single answer can be given to the question, this formula is proposed:

"In a school district of adequate size the minimum annual per-pupil current expenditure needed today to provide a good educational program is about 12 percent of the salary necessary to employ a qualified beginning teacher in that district." The appendix discusses in detail how this formula is arrived at.

There is also an interesting section on size and composition of the staff. Speaking of class size in this section, the publications states: "Some learning situations, however, are suitable for large numbers. When the role of the pupil is primarily to observe or to listen, as in watching a television program or film or listening to music, large classes are not necessarily a handicap. Thinking may be stimulated and learning may occur in large groups, but rarely is this true over an extended span of time. Where the pupil's performance is to be observed, evaluated, and criticized by a qualified teacher, the importance of limited numbers is self-evident. An inestimable by-product of such individual attention is the heightened motivation of the student who senses that he and his work are considered important."

Much information of interest to readers of AUDIOVISUAL INSTRUCTION will be found in this essay which is available for 35 cents from the Commission.

Another noteworthy publication reaching my desk this past month is *Your Gifted Child* from the Children's Bureau of the U. S. Department of Health, Education and Welfare. While written for parents, it is expected to be useful also to members of the professions serving children.

"Many gifted children fail to live up to their potential because their talents are not encouraged and nurtured in their own homes," the pamphlet states. "In far too many cases, gifted children do not complete college training—and some do not even finish high school. Lack of money is often the factor for this failure—but attitudes of parents and many other factors may be involved."

Copies are 20 cents each from the Superintendent of Public Documents, U. S. Government Printing Office, Washington, D. C.

• • •

Syd Cassyd, formerly editor of *Film World* and now a consultant in AV, television, marketing, and production, recently sent to the NEA for preview an interesting 20-minute film entitled *Date With Liberty.* It is composed of five sequences taken from the book *Almanac of Liberty* by Justice William O. Douglas. The viewers here at the NEA felt that the concepts of liberty presented would inspire excellent discussion in social studies classes. Personally, I would be tempted to clip the sequence into five films rather than to use them as one 20-minute motion picture.—A.L.H

Still Below the Mark

AS THE SCHEDULES of summer courses begin flooding our editorial mail we are reminded that only a few short months remain before our members start scattering in vacation pursuits. This doesn't leave us much time to get the more than 1000 members we need to reach our 5000-member goal in this year's campaign.

Florence Fan reports that she has sent membership cards indicating the active and expired members in each state to the membership chairmen. This will give them a chance to count the fruits of their toil as well as to size up weak areas.

As a result of Operations Special Nudge declared last month by National Membership Chairman Clyde Miller we hope that state chairmen will be able to make up lists of names for the Honor Roll to be printed in the May issue of AUDIOVISUAL INSTRUCTION. (Every DAVI member who recruits five new members wins this honor.)

Meanwhile we continue to get requests for materials from interested individuals like Harold K. Kiplinger, audiovisual coordinator for Canton (Ohio) South High School who writes: "I think the new sponsor idea an excellent one." Mr Kiplinger has requested materials for enclosure in a form letter he is sending out on behalf of DAVI to 58 schools in his county.

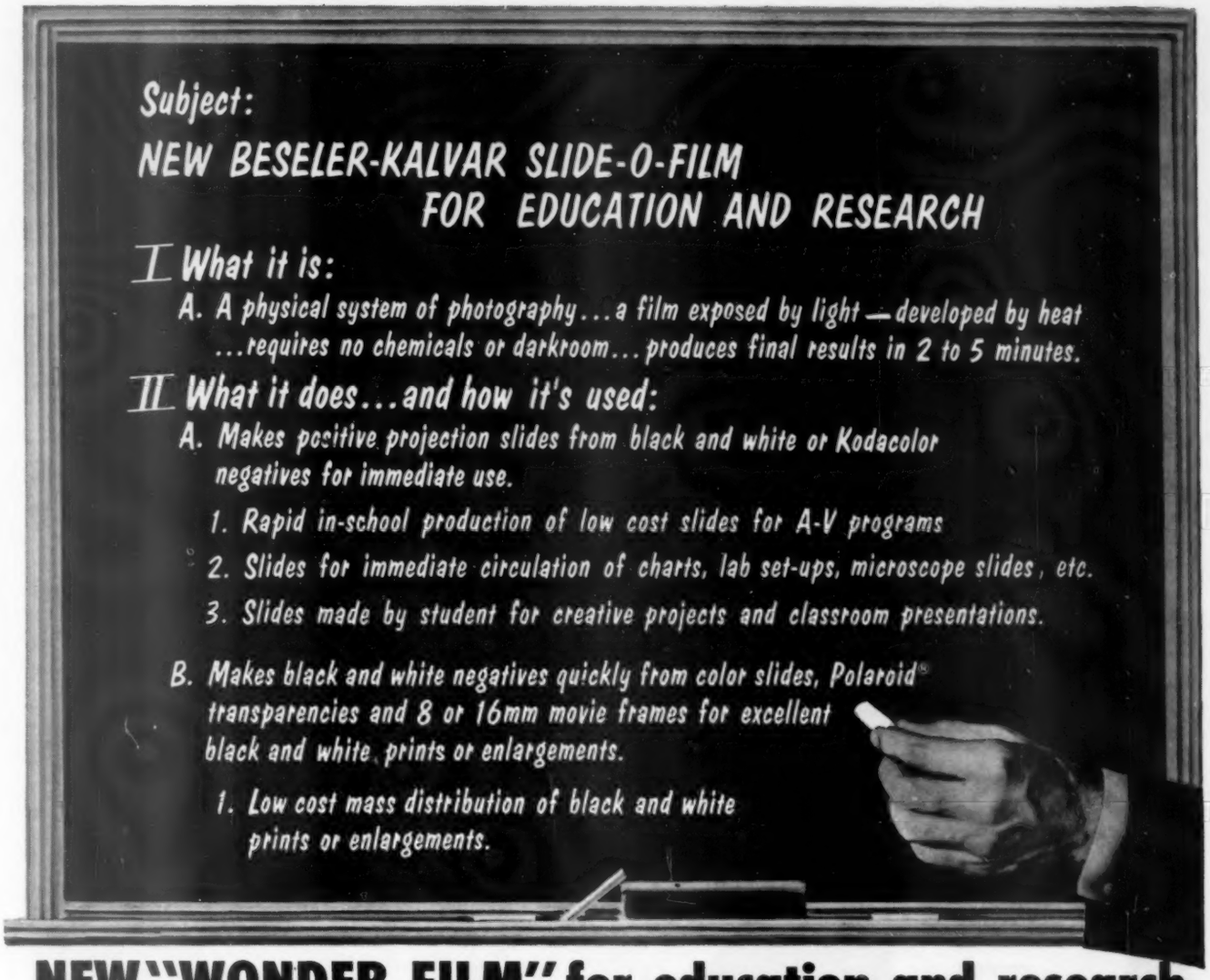
A copy of the DAVI Constitution has gone out to the Utah association on the strength of 23 members recently acquired. Don Brumbaugh, their membership chairman, writes that Utah is combining national and state memberships to insure affiliate status.

The national office is also in receipt of half a dozen school service memberships, an early response to Miss Hyer's campaign in North Carolina reported last month.

These, we think, are signs bearing out our contention that there is a reservoir of potential members still untapped. The fellow working next to you would probably take very little urging. Just an invitation to join.

The Convention coming up next month represents the peak of DAVI effort for the year. We would like to see every one of you turn up at the Olympic Hotel in Seattle with a new-member sponsor button. This would easily put DAVI over the mark.

See page 95 for "Photo Credits" and "Next Month."


Subject:
NEW BESELER-KALVAR SLIDE-O-FILM
FOR EDUCATION AND RESEARCH
I What it is:
A. A physical system of photography... a film exposed by light—developed by heat ...requires no chemicals or darkroom... produces final results in 2 to 5 minutes.
II What it does...and how it's used:
A. Makes positive projection slides from black and white or Kodacolor negatives for immediate use.
1. Rapid in-school production of low cost slides for A-V programs
2. Slides for immediate circulation of charts, lab set-ups, microscope slides, etc.
3. Slides made by student for creative projects and classroom presentations.
B. Makes black and white negatives quickly from color slides, Polaroid® transparencies and 8 or 16mm movie frames for excellent black and white prints or enlargements.
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Beseler Slide-O-Film . . . exposed by light and developed by heat, is a revolutionary new photographic tool for high-speed production of positive transparencies from negatives and negatives from color transparencies without the use of chemicals or darkroom . . . at ½ your present costs. New Slide-O-Film is simple to use . . . a physical system of photography—recently made available for civilian use after 10 years of development and use by government agencies—does away with darkroom and chemical procedures. Simply place the original transparency or negative, (emulsion to emulsion) against a piece of Slide-O-Film . . . expose in an ordinary projector . . . subject the exposed film to a heat source, and final development is complete.

Educational and Audio-Visual applications . . . new uses for Slide-O-Film . . . are developed daily by educational photographers and college and public school audio-visual directors. The Slide-O-Film Research and Education Department, established by the Charles Beseler Company, is ready to inform you of all developments applicable to operations of your school or organization . . . to consult with you and examine specific applications of Slide-O-Film to your problems and projects.

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annual
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cereals
than any
other food
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Meal-planners voted the cereal and milk serving among the most convenient and least expensive of foods commonly eaten at breakfast.
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A research and educational endeavor devoted to the betterment of national nutrition

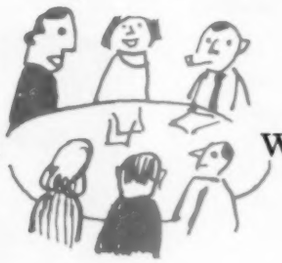
Third Best Sport

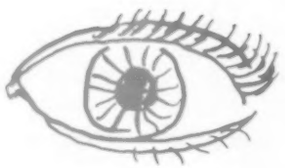
According to the current Broadway play, "Third Best Sport,"

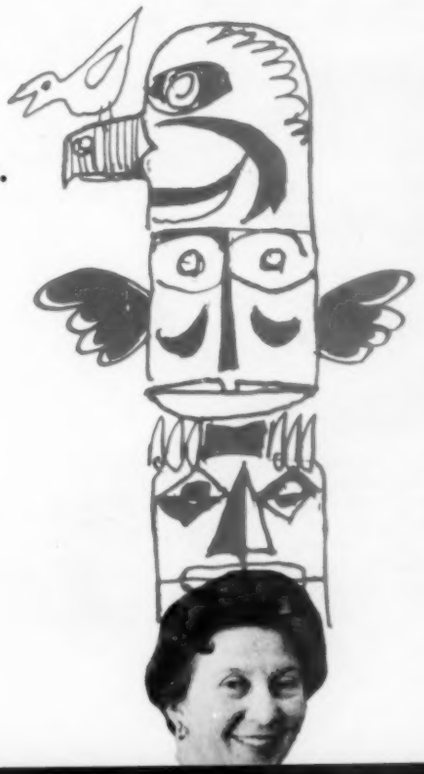
conventions are exceeded in popularity in the United States

only by sex and baseball.

A look at the plans for April 13-16 lead me to predict that

the DAVI Convention  will at least surpass baseball.

 See you in Seattle.



Anna L. Hyer

Convention Program First Glance

SEATTLE / APRIL 13-16

OLYMPIC HOTEL

Co-Chairmen / National Program Committee

EDITH DAVIDSON LIND: Before she became audiovisual director for the Seattle public schools ten years ago Mrs. Lind was supervisor of the radio workshop and audio education in the Seattle system. A one-time classroom teacher (elementary grades) she serves on the Children's All-City Radio and Television Committee.

ROY WRIGHT: Coordinator of the film center at the University of Washington, Mr. Wright spent his first ten years out of high school earning degrees and serving in the Navy. Now a training aids officer in the Naval Reserve, he holds degrees from Oregon State College and San Jose State College.

SUNDAY, APRIL 12

9 a.m. to 4 p.m. — DAVI BOARD OF DIRECTORS

Presiding: Charles F. Schuller, president of DAVI and director of the audiovisual center, Michigan State University

2 to 4 p.m. — RELIGIOUS EDUCATION

(This occupational interest group has scheduled its sessions Sunday to permit local non-DAVI members to attend.)

Presiding: Alva I. Cox, audiovisual director, National Council of Churches

Presentations:

"The Use of Non-Projected Materials in Christian Education"—Charles Chamberlin, audiovisual director, Moses Lake (Washington) public schools

"Evaluation of Religious Films"—P. H. Jaffarian, manager, Audio-Visual Center, Inc., Seattle

4:30 to 6 p.m. — AV ROUNDUP

(DAVI's traditional social hour)

7:45 to 8:45 p.m. — ORIENTATION FOR CHAIRMEN AND RECORDERS

Presiding: Edith Davidson Lind, co-chairman, National Program Committee

8 to 10 p.m. — RELIGIOUS EDUCATION

Presiding: Charles Chamberlin

Donald Lantz

Don Hunter

Chet Ullin

Presentations:

"Training AV Leaders in Religious Education," Donald Lantz, director of religious education, Family Films

"The History of AV Materials in Religious Education," Alva I. Cox

8 to 8:30 p.m. and 9 to 9:30 p.m. — UNIQUE SLIDE AND TAPE PRESENTATION

"Sounds of Our Times"—Don L. Hunter, head, audiovisual department, University of Oregon

8:30 to 9 p.m. and 9:30 to 10 p.m. — SLIDE TRAVELOGUE

"From Sea Level to Ski Level"—Chet Ullin, director, bureau of teaching materials, Kitsap County (Washington) schools

8 to 10 p.m. — EDITORIAL ADVISORY BOARD—AVI

Presiding: Anna L. Hyer, editor

9 to 10 p.m. — EXHIBITORS' BUSINESS MEETING

Presiding: P. H. Jaffarian, as NAVA president

MONDAY, APRIL 13

9 to 10 a.m. JULIEN BRYAN AND "TWENTY YEARS IN POLAND"

10 to 11 a.m. WIVES' COFFEE HOUR

Hostesses: Edith Rarig and Faye Raymer

10:30 a.m. First General Session

Presiding: L. M. Dimmitt, superintendent, King County schools

Welcome: E. W. Campbell, superintendent, Seattle public schools

President's Message: "The New Frontiers Ahead"—Charles F. Schuller

Keynote Address: "Education in Orbit," Lindley J. Stiles, dean, School of Education, University of Wisconsin

12:45 to 3:30 p.m. EDITORIAL BOARD—AVCR

Presiding: William H. Allen, System Development Corporation, Santa Monica, editor

2 to 4 p.m. Occupational Interest Groups

COLLEGE AND UNIVERSITY

Presiding: Don Ely, associate director of the audiovisual center, Syracuse University

Reports of Progress:

"College and University Personnel in the U.S.A."—Leonard Bathurst, Fresno State College

"Channels of Communication—Publications Media"—Ernest Tiemann, University of Texas; Robert deKieffer, University of Colorado, and Harry M. Kauffman, University of Denver

"Television in Colleges and Universities"—Sherwin Swartout and Joseph Del Rosso, Brockport (New York) State Teachers College; John Westfall, San Jose State College; and Richard R. Shurtz, Kansas State Teachers College

"Regional Seminars"—Thomas W. Roberts, Wayne State University

Business Meeting (Election of Officers)

Symposium (Patterns of Finance and Budget)

Raymond Wyman, University of Massachusetts, moderator

"Service—Charge It"—David P. Barnard, Stout State College

"Service—Free"—Thaddeus J. Sheft, State Teachers College, Montclair, N. J.

"Budget Justification"—Richard B. Lewis, San Jose State College

COUNTY AND COOPERATIVE PROGRAMS

(An open meeting for those interested in the development of county, regional, rural, and cooperative materials.)

Presiding: Horace Hartsell, associate director of the audiovisual center, Michigan State University

Presentation: "National Defense Education Act and County Coops"—John S. Carroll, professor of education, University of California

PROGRAM IN INDIVIDUAL SCHOOLS

Eleanor Ahlers

Chairman: Fred Cochran, assistant director of the audiovisual department, Seattle public schools

Speaker: Eleanor E. Ahlers, executive secretary, American Association of Librarians

Discussion Topics: What are some promising practices currently in operation which reflect genuine integration of audiovisual instruction within existing curricula? What is the role of the school librarian in the audiovisual program? How can the teacher and Coordinator work together to better the audiovisual program? What areas of workshop and in-service training are most valuable to the teacher? How can teaching materials be made more accessible to the teacher?

PROGRAMS IN LARGE CITY SYSTEMS

Presiding: A. Kingsley Trenholme, director, department of instructional materials, Portland public schools

Discussion Topics: Using audiovisual equipment and materials to improve instruction as provided for by the National Defense Education Act; and, the problem of communication with classroom teachers.

PROGRAMS IN MEDIUM-SIZE CITY SYSTEMS

Presiding: N. A. Magaro, audiovisual coordinator, Kenosha (Wisconsin) public schools

Theme: "Growing Toward Greater Maturity as Audiovisual Directors"

Discussion Topics: Practical methods of cataloging; problems of distribution of materials; the dissemination of current information on instructional materials

PROGRAMS IN SMALL CITY SYSTEMS

Joe La Clair

Presiding: Joe La Clair, director of instructional materials, Klamath Falls (Oregon) public schools

Theme: "The Opportunity and Challenge Offered the Small City Director"

Discussion Topics: The audiovisual director's place in the community; the audiovisual director's responsibilities for curriculum development; personal supervision of building coordination

3:30 to 4:30 p.m. COFFEE HOUR FOR EXHIBITORS

Hosts: DAVI Board of Directors

4:30 p.m. GRAND OPENING OF EXHIBITS

7:30 to 9:30 Sharing the Best

V. W. VAN GOGH—"DEVELOPING ONE'S CREATIVE PERSONALITY"

RESEARCH PAPERS

In charge: Alice H. Hayden, director, Grade Studies in Education, University of Washington

DEMONSTRATIONS

Bulletin Boards and Sponsored Materials

Using Audiovisual Materials in Teaching Early Elementary Science

Visual Materials of Reading Improvement at the Junior High School Level

Use of Audiovisual Materials (Opaque and Transparent) in Introducing and Developing a Study of Alaska, Our 49th State

DISCUSSIONS

Activities of the International Relations Committee, J. J. McPherson, in charge

Problems in Adult Education, Kenneth McIntyre, University of North Carolina, in charge

Cooperation Between AV and Museum Personnel, Irene Cypher, New York University, in charge

Others to be announced

(Continued on the next page)

TUESDAY, APRIL 14

7:30 to 8:45 a.m. BREAKFASTS—COLLEGE ALUMNI GROUPS

9 to 10 a.m. J. STANLEY MCINTOSH REPORTS ON CINE

(Screening of award winning film)

10:30 a.m. **General Session**

E. Roudebush

Mary Skelton

Chairman: Lloyd J. Andrews, superintendent of public instruction, State of Washington

Speaker: Roy M. Hall, assistant commissioner for research, U.S. Office of Education

Symposium—All phases of the National Defense Education Act

Participants: Elizabeth Roudebush, National Council of Teachers of Mathematics; Mary Skelton, committee on audiovisual services, National Congress of Parents and Teachers; Stanley E. Williamson, National Science Teachers Association; Seerley Reid, U. S. Office of Education; Eleanor E. Ahlers, American Association of School Librarians; Kenneth Mildenberger, assistant chief, Language Development Program, U. S. Office of Education

1 to 5 p.m. EDITORIAL BOARD—AVI

Presiding: Anna L. Hyer, editor

2 to 4 p.m. OKOBOJI PLANNING COMMITTEE

Presiding: Lee W. Cochran, Iowa State University, chairman

Free afternoon for visiting exhibits

7 to 10 p.m. EDITORIAL BOARD—AVI

7 to 9:30 p.m. **Sharing the Best**

RESEARCH PAPERS

In charge: John Moldstad, assistant professor and assistant in research, audiovisual center, Indiana University

DEMONSTRATIONS

Language Laboratories, Elton Hocking, Purdue University, in charge

Original Ideas for Preparing Flannelboard Materials for Early Elementary Language and Number Development

Utilization of Student-Made Models in Teaching High School Mathematics

Chalk and Chalkboards, Milton Grassell, Oregon System of Higher Education, in charge

Making and Using Dioramas, Irene Cypher, New York University, in charge

DISCUSSIONS

School Service Corps Activities, Fred Winston, chairman of the School Service Corps Committee, in charge

Audiovisual Programs in Mushrooming Communities, Jack Tanzman, Plainview (N.Y.) public schools, in charge

Others to be announced

WEDNESDAY, APRIL 15

9 to 11:30 a.m. **Concurrent Sessions**

EDUCATIONAL TELEVISION

Presiding: Paul W. F. Witt, professor of education, Teachers College, Columbia University

Theme: "Achieving Interaction: New Ways of Learning from Television"

Speaker: Robert O. Hall, program associate, Educational Television and Radio Center, Ann Arbor, Mich.

Panel discussion on the theme and group discussions

RESEARCH DESIGN

Presiding: Wesley Meierhenry, professor of education, University of Nebraska

Speaker: Kenneth D. Norberg, program consultant to the New Educational Media Branch, U.S. Office of Education

Symposium:

"Utilizing and Adapting New Media in Education"—Hideya Kumata, Michigan State University

"Presentation of Academic Subject Matter Through the Newer Media"—Paul R. Wendt, Southern Illinois University

"Preparation of Teachers in the Use of the Newer Media"—Walter A. Wittich, University of Wisconsin

TEACHER EDUCATION

Presiding: W. R. Fulton, University of Oklahoma

Presentations:

"AV Competency Ratings"—David Pascoe, La Mesa (Calif.) public schools

"Implications of the National Defense Education Act for Teacher Education"—L. C. Larson, director, audiovisual center, Indiana University

TEACHING MODERN FOREIGN LANGUAGES

Presiding: Howard Lee Nostrand, chairman of the department of Romance languages and literature, University of Washington

(Other details to be announced)

9 to 11:30 a.m. **Committee Meetings**

ARMED FORCES

Chairman of the Committee: Captain Norman E. Oram, director of audiovisual services, U.S. Air Force Academy

Coordinating Chairman: Major Wilfred C. Washcoe, chief, editing and publishing services, U.S. Army and General Staff College, Fort Leavenworth, Kans.

Presentations:

"Experimental Approaches to Technical Instruction Using Teleprompter Equipment"—Colonel H. S. Newhall, commandant, U.S. Army Ordnance Guided Missile School, Redstone Arsenal, Ala.

"TV Utilization in the U.S. Air Force," a panel discussion led by Dr. Glenn L. Lembke, Hqs, USAF School of Aviation Medicine, Randolph Air Force Base, Texas

"A Sophisticated Projection Means"—Dick Wallace, technical director for Harwald Company

"Some Recent Audiovisual Activities of the Navy"—Representative from the Navy Special Devices Center

"Film and Filmstrip Production Activities in the U.S. Army"—Representative from the Army Pictorial Center

Captain Oram

Colonel Newhall

Major Washcoe

FIELD SERVICE COMMITTEE

Presiding: Lee W. Cochran, chairman of the Committee

9 a.m. to 12 noon STUDY TRIPS—TRANSPORTATION PROVIDED

Boeing Airplane Company
KCTS-TV, Channel 9 (educational television station)
University of Washington Language Laboratory
Seattle Art Museum (Tour of the Van Gogh collection guided by V. W. Van Gogh)

Mildenberger
GENERAL SESSION

Grassell
DEMONSTRATIONS

Fulton
TEACHER EDUCATION

1 to 3:15 p.m. **Concurrent Sessions**

BUILDINGS AND EQUIPMENT

Presiding: Irene Cypher, associate professor of education, New York University

Theme: "What Are Modern Schools Doing To Assure Effective Use of New Tools and Techniques Designed for Improvement of Instruction?"

Part I: Major Crimes in School Building Construction from the Instructional Point of View

Part II: Visualized Story of "It Can Be Done"

Part III: What Has Happened Since Last Year in the Way of New Audiovisual Equipment?

Part IV: What Do We Need That We Don't Have?

CURRICULUM

Presiding: Chester D. Babcock, executive director of the department of curriculum and instruction, Seattle public schools
(Program to be announced)

EDUCATIONAL TELEVISION

Presiding: Paul C. Reed, director, department of instructional materials, Rochester (New York) public schools

Speaker: Robert O. Hall
(Panel and discussion groups repeated with changes in participants)

RESEARCH DESIGN

Presiding: Wesley Meierhenry

Speaker: Kenneth D. Norberg

Symposium:

"Utilizing and Adapting New Media in Education"—William Allen, System Development Corporation

"Presentation of Academic Subject Matter Through the New Media"—James Brown, San Jose State College

"Preparation of Teachers in the Use of the Newer Media"—Herbert Hite, State College of Washington

TEACHER EDUCATION

Presiding: W. R. Fulton, University of Oklahoma

Presentations:

"AV Competency Ratings"—David Pascoe

"Implications of the National Defense Education Act to Teacher Education"—Kenneth D. Norberg

Panel: "Promising Patterns for Achieving AV Competencies"

Participants: William Gnaedinger, State College of Washington; Clyde Jackson, Southeastern State College, Oklahoma; Ernest Tiemann, University of Texas; and David Bernard, Stout State College, Wis.

Business Session

1 to 3 p.m. OPEN HOUSE (INDIVIDUALS PROVIDE THEIR OWN TRANSPORTATION)

University of Washington Film Center

Audiovisual Department, Seattle public schools

School Visitation—Seattle public schools
(Classes in session and buildings)

2 to 4:15 p.m. STUDENT OPERATORS

3:30 to 5 p.m. **DAVI Business Meeting**

7 to 9 p.m. **Potlatch at the Longhouse**

THURSDAY, APRIL 16

7:30 to 8:45 a.m. BREAKFASTS (STATE GROUPS AND EXECUTIVE COMMITTEE)

9 to 10:15 a.m. **General Session**

Presiding: Walter Bell, director of audiovisual education, Atlanta public schools

Presentation: "Hidden Persuasion in Education—A Case Study"—John O. Fritz, assistant professor of education and director of the audiovisual center, University of Chicago

10:30 a.m. to 12:30 p.m. **Occupational Interest Groups**

COLLEGE AND UNIVERSITY PROGRAMS

Presiding: Don Ely, associate director, audiovisual center, Syracuse University

Theme: "Deterrents to Expanded and Improved Use of Audiovisual Materials in Higher Education."

Presentation: "Reasons Given for Non-Use of Audiovisual Materials by University Faculty Members"—Richard D. Hubbard, lecturer in audiovisual education, University of Wisconsin

Round Table Discussion on the Theme:

Liberal Arts Colleges—David Crossman, Elmira College (N.Y.); and William G. Wilson, Whitworth College (Wash.)

Teachers Colleges—Emma Fantone, Montclair State Teachers College, N. J.; and Quincy Atha, East Texas State College

Medium-Size Colleges and Universities—Richard Sanner, University of Hawaii, Sheldon Osborn, State College of Washington, and Irving Spigle, University of North Dakota

Large Universities—John J. Long, University of Oklahoma; Virginia Patterson, University of Texas; and Clarence Tyndall, Brigham Young University

Symposium: W. Donald Brumbaugh, University of Utah, chairman (Four representatives from each Round Table as participants)

COUNTY AND COOPERATIVE PROGRAMS

Joel Benedict

Lee Campion

Presiding: Joel A. Benedict, director of the audiovisual center, Arizona State University

Agenda:

Report on the organizational and administrative patterns of regional film libraries in several eastern states—Carson Graves, Board of Cooperative Educational Services, Valhalla, N.Y.

Report on budgeting procedures for audiovisual services in ten counties in Southern California—Ernestine Runner, San Bernardino County (Calif.) schools

Reports on survey of Fairfax County (Va.) audiovisual program—Lee E. Campion, Cooperating Schools of St. Louis County, Mo., and J. J. McPherson, Wayne State University

Open discussion—Lee E. Campion, moderator

PROGRAMS IN INDIVIDUAL SCHOOLS

Presiding: Chet Read, audiovisual coordinator, Highline High School, Seattle

Discussion Topics: What can the building coordinator do to obtain adequate supply, maintenance, and utilization of equipment? What factors should be considered by schools in establishing policies as to whether the teacher or students should operate audiovisual equipment in the classroom? What are the values of a projectionist club in a school? What type of recognition should be given to student operators for their service?

(Continued on the next page)

What are ways of informing teachers of new and old materials which are good but seldom used? How can a teacher participate more effectively in the selection of audiovisual materials for the central library?

PROGRAMS IN LARGE CITY SYSTEMS

Presiding: Walter S. Bell

Discussion Topics: The relationship of the librarian and the audiovisual specialist in the administration of an instructional materials center; the place of educational television in the audiovisual program.

PROGRAMS IN MEDIUM-SIZE CITY SYSTEMS

Presiding: Marie McMahan, audiovisual consultant, Battle Creek (Michigan) public schools

Panel: Wanda Daniel Domino, Shaker Heights, Ohio; James Page, Michigan State University; William Rochelle, Schenectady public schools; N. A. Magaro, Kenosha (Wisconsin) public schools

Discussion Topics: How can we, as audiovisual directors, grow in our understanding of curriculum and how can we best work with other curriculum people in our school systems? How can local production of materials be facilitated in medium-sized cities? What are some effective techniques for inservice education of teachers in audiovisual materials and methods? What are some successful methods of interpreting the audiovisual program to administrators, teachers, and the public?

PROGRAMS IN SMALL CITY SYSTEMS

Presiding: John Whipple, audiovisual director, Berea (Ohio) public schools

Discussion Topics: The personal responsibilities of the audiovisual director for inservice training; creating student interest with audiovisual materials; making the most of your community resources; the interpretation of the audiovisual program to the teachers in your administration

1:30 to 4:30 p.m. Committee Meetings

ARCHIVES AND HISTORY

Presiding: M. I. Smith, supervisor, audiovisual projected aids, Duluth (Minn.) public schools

Theme: "Preserving Evidence of Audiovisual Progress"

Presentations:

"The Importance of Historical Records on Audiovisual Progress"—F. Dean McClusky, University of California

"Illustrated Report on the Archives Collection"—Lee W. Cochran

"Early Developments of Audiovisual Programs in the Northwest"—William G. Gnaedinger

"Report on Progress of the Tape Recording Program" —Ellsworth C. Dent, Coronet Films

Open Discussion: "Plans and Procedures for the Recognition of Audiovisual Pioneers"

RESEARCH

Presiding: W. C. Meierhenry and John Moldstad *(Business Meeting)*

AUDIOVISUAL INSTRUCTIONAL MATERIALS

Presiding: Tom W. Roberts, director, visual-auditory utilization center, Wayne State University

Agenda: Final reports on committee projects
Recommendations to DAVI Executive Committee

BUILDINGS AND EQUIPMENT

Presiding: J. J. McPherson

Agenda: Report on Committee Activities, Irene Cypher
"Implementation of the National Defense Education Act in Terms of Building and Equipment"—Charles F. Schuller

EDUCATIONAL TELEVISION

Presiding: Raymond Wyman, director of the audiovisual center, University of Massachusetts

Agenda: Report on ETV Projects Undertaken by the NEA
Review of Committee Activities
Recommendations to the Executive Committee Regarding New Projects To Be Undertaken

EQUIPMENT STANDARDS

(An open meeting for those interested in establishing and applying standards for evaluation of equipment)

Frank Mathewson

Presiding: Franklin T. Mathewson, supervisor, instructional materials center, White Plains (N.Y.) public schools

Discussion Topics: What equipment standards do we need? How may we check the standards simply?

Demonstration Testings:

16mm motion picture projector, using SMPTE Sound Test Print

Record player, using frequency response record

Screen illumination, using standard pattern and light meter

Tape recorder, using special test tape

EVALUATION OF SECONDARY SCHOOLS

Presiding: F. Edgar Lane

Presentation: "Status Report on the Cooperative Study of Secondary Schools"—Anna L. Hyer, executive secretary, DAVI

Open Discussion: Implementation of the *Evaluative Criteria for Audio-Visual Instructional Materials Services*

LEGISLATION

Presiding: E. Milton Grassell, school specialist, department of visual instruction, State System of Higher Education, Corvallis, Ore.

Panel: "State Plans for Implementation of the National Defense Education Act"

Presentation: "College and University Implementation of the National Defense Education Act"—L. C. Larson

PROFESSIONAL EDUCATION

Presiding: L. C. Larson

Discussion Topics: Suggested program of professional education for building coordinators; suggested program of professional education for supervisors of city and county school systems; status of state certification of audiovisual personnel; suggestions for program recruitment of leadership personnel in the field of audiovisual communication.

RADIO AND RECORDINGS

(An open meeting for those interested in the utilization of radio and recordings.)

Presiding: William H. King, audiovisual coordinator, New Jersey state department of education

Presentations:

"The Tape Recording Collection in Teachers' Colleges" — Thaddeus Kneebone, assistant librarian, Northern State Teachers College, Aberdeen, S. Dak.

"Title VII and Its Implications for the Radio and Recordings Committee"—Gertrude T. Broderick, radio-television specialist, U. S. Office of Education

Open Discussion: Re-examination of policies governing operation of the National Tape Recording Project, based on results of the questionnaire sent to Committee members

TEACHER EDUCATION

F. A. White

Presiding: Frederick A. White, director, bureau of audiovisual instruction, University of Wisconsin

Presentations:

"Review of Past Activities of Teacher Education Committee"—W. R. Fulton

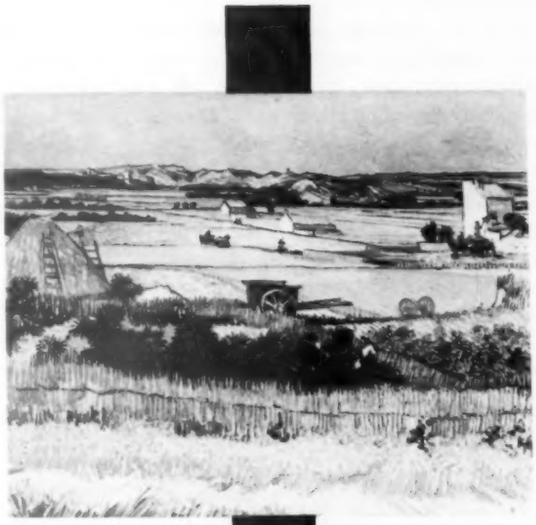
"Review of Past Activities of Professional Education Committee" —L. C. Larson

Discussion Topics: Needed research on teacher competencies; recommendations to the Executive Committee regarding need for work with regional accrediting groups.

Nephew and namesake.

VAN GOGH

on canvas and in person



"The Harvest" and "The Drawbridge" (both 1888-89). On permanent loan to the Municipal Museum at Amsterdam, they are reproduced here with permission from the Seattle Art Museum.

IF IT IS POSSIBLE for an "added attraction" to eclipse the main event, this is what is likely to happen to the Seattle Convention Wednesday afternoon when DAVI members will be guided on a tour of the Van Gogh exhibit at the Seattle Art Museum by the artist's nephew, V. W. van Gogh. As a prelude Mr. van Gogh will give a slide lecture Monday evening on "what the work of Vincent van Gogh teaches about developing the creative abilities of the individual."

It is a fortunate circumstance that brings Mr. van Gogh from Holland to terminate the West Coast exhibit tour at the time of the 1959 DAVI Convention. (The Seattle exhibit was in fact scheduled to close earlier but is being held over expressly for DAVI.)

Although Mr. van Gogh does not remember his famous uncle who died when Mr. van Gogh was only an infant, his whole life has been surrounded by van Gogh paintings. After the death of his father (Theo van Gogh, a Paris art dealer who was the artist's favorite brother to whom be brought all his paintings) Mr. van Gogh's mother moved to Bossum, in Holland, with her small son and all the paintings and drawings she had inherited.

"They were all over our house," the *New Yorker* quotes Mr. van Gogh as saying on a visit to this country ten years ago (*New Yorker*, October 29, 1949). "I saw them as soon as I opened my eyes and all day long. 'The Potato Eaters' was over our dining-room mantelpiece. Three paintings of flowering orchards and the 'Pieta' (after Delacroix) hung in my mother's bedroom. The attic was full of my uncle's paintings."

When his mother died in 1925, Mr. van Gogh fell heir to several hundred van Goghs, now almost priceless. Many of them are on permanent loan to the Municipal Museum at Amsterdam, but Mr. van Gogh still retains a collection at his house in Laren which in the words of one American art collector "just knocks your eye out."

Mr. van Gogh recently commented in a letter to Edward B. Thomas of the Seattle Art Museum that one of his hobbies has been the study of "what Vincent can teach us about education, especially developing one's creative faculties." More recently Mr. van Gogh has been occupied with the important new work released last fall, *The Complete Letters of Vincent van Gogh*. In three volumes selling for $50, it has been favorably received by critics as showing the artist in a more temperate light and illuminating the ten years (from the age of 27 to 37) in which he produced some 800 paintings.

Heretofore the van Gogh myths have been as numerous as his paintings are widely admired. In the *Complete Letters*, say the reviewers, van Gogh emerges neither as "half-crazed misfit" nor "misunderstood saint" but as a genuine artist who faced overpowering odds and reacted to them as any artist would, a genius whose pen was almost as facile as his brush. The principal editor for this momentous work has been V. W. van Gogh, the same Mr. van Gogh who will on April 15 conduct DAVI members through the exhibit of 155 van Goghs—84 paintings and 71 drawings.

Was there ever such a "field trip" preceded by so incomparable an orientation session and enhanced by so distinguished a "resource person"!

JAMES D. FINN

FROM SLATE TO AUTOMATION

can we handle the leap?

Dr. Finn is surrounded by the mechanical devices of communication which he insists must be controlled in education. The photo was taken at the DAVI Convention in Minneapolis last year.

FOR OVER SEVEN YEARS I have been gathering material on the criticisms of public education and attempting, in the time available, to make some kind of a study of this material. Now in the midst of a thorough examination of literally enough books to occupy ten feet of shelf space and enough fugitive material to fill several file drawers, I have come to the conclusion that we are unduly worried about the problems of education. All we have to do is listen to the Admiral Rickovers and other great educational thinkers and our problems will be solved.

We have indeed had the thoughts of everyone from George Gallup's sample of housewives to the vice president of the United States. Since 1955 or 1956—more or less post-Bestor, if you are acquainted with the chronology of educational criticism—two great waves have engulfed us. The first began with William Benton's visit to the Soviet Union and has by no means subsided. That we might call the *high frequency Sputnik wave*. The second more or less began with Alvin C. Eurich and the Fund for the Advancement of Education. It has less intensity and frequency, but as much force, and might be named the long automation wave. However, personally for this second force, I prefer the term "Eurich-Stoddard effect."

And so today local curricula are to be standardized by Admiral Rickover; the Soviet Union is to supply the criteria of judgment; a new puritan spirit sufficiently mortifying to combat the Russian type is enunciated by Mr. Luce; Vice President Nixon and a host of others have worked over Life Adjustment and John Dewey (the two are not necessarily related but it's a little late to point that out); we have a new high school organization by Mr. Conant, new courses in physics courtesy of MIT and Cal Tech, and a reorganization of mathematics by the Rand Corporation; in addition, the teachers college will disappear, being replaced by Mr. Paul Woodring and a course in educational philosophy, and, presumably all professors of education will be allowed to join the army as buck sergeants if they peaceably surrender their certificates.

Even if education were as bad everywhere as its critics say; even if educationists were the ignorant but shrewd plotters they have been portrayed; even if every other Johnny in the land could not read his own name, I doubt if you could account for all this criticism.

This is no simple one-to-one social phenomenon. The immense complexity of our social organization today to some extent devalues the individual in the sense that it seems to give him less control over his destiny. One of the areas over which he still has some say is education. Hence, education, I think, has been made in the last ten years to feel the weight of national frustration. Secondly, of course, is the shadow of the Soviet Union and the stirring Orient. We look everywhere for solutions to these Cold War problems and, in the process, compare our educational system, often unfairly, with that of the Soviet Union. In the third place, there is no question but that many mistakes have been made in the field of education and some of them have now come home to roost. But I should like to remind you that these mistakes have been made while we as a nation have tried something never before tried on earth—the education of a whole people.

These are not all of the causes of this wave of criticism. There are basic causes that go even deeper. We

THIS is the first contribution to AUDIOVISUAL INSTRUCTION *by DAVI's new president-elect. An abbreviated version of Dr. Finn's address to the Convention last year, it sounds a warning perhaps even more timely now with the implementation of the National Defense Education Act and other legislation anticipated to hasten "automated" education. Assistant professor of education at the University of Southern California, Dr. Finn is on the editorial boards of* AVCR *and* TEACHING TOOLS, *and chairman of the latter.*

are presented today with such monumental educational problems because we have suddenly inherited a technological world so complex and so futuristic that a science-fiction writer has to retire to the realms of the mind—to parapsychology and psychokinesis—in order to write about the future. Part of our world has suddenly come into the 20th century; part remains in the 18th. We are like a great Colossus, standing with one foot on a rocket ship and the other on a stage coach; unless we act quickly, our social body may be split from head to toe. This idea has been presented many times before as the problem of the social lag, the race between education and catastrophe. Today, however, the distance between parts of our own culture has increased in degree until it has become a difference in kind. When the sociologists of a generation or two ago spoke of cultural lag, they could still see the distance necessary to catch up and could measure the rate of acceleration needed; today this is hardly possible. When H. G. Wells spoke of catastrophe, catastrophe did not really exist; today it hovers over us all. Education is not in that part of our culture that is in the 20th century; it remains, technologically for the most part in the 18th. And education is really the only means we have of preventing the cultural lag from tearing us apart!

This dilemma is the legacy that technology has given us. Our basic problem then becomes how to arrange the educational process so that it may fit the demands of the 20th century. How can we fit education to a technological world and how can we fit technology to education as a means of helping to solve the primary problem.

This is where the Eurich-Stoddard effect comes in. It is, indeed, an attempt to fit technology to education and should be respected for what it is trying to do. I am sure you know the general outlines of the experiments and ideas. Closed-circuit television to extend the range of the good teacher; massed films in such fields as physics which can be used as classroom films or on TV; broadcast TV; teachers aides; and all the rest.

Worries About Superficial Treatment

My worry about this business of educational automation—the attempt to use technological devices to solve educational problems—is that we may treat it too superficially. All of us in this business of teaching, whether in the classroom or in some of the higher and dustier upper reaches of the educational atmosphere, must play educational automation deep. It is like no problem we have, as a profession, ever faced. For when we begin to apply, in a 20th-century fashion, the technological devices of communication to the solution of severe educational problems, we have reached a crossroads of science and technology.

To assess properly the problem of linking technology to education it is first necessary to examine the characteristics of the technological side of the mid-20th century—that side in which only part of our society is operating. Simon Ramo indicates that there are three major factors involved—energy, entry into space, and automation. To that I would add a fourth—the fantastic, uncontrolled, disproportionate growth of knowledge. The last factor of course is related to all three others, but, from an educational point of view, it has unique relationships with the third—the factor of automation.

The problem of handling the knowledge we have today is first of all a problem of communication that simply cannot be solved with the slate and wooden moveable type, and what we have been using is not for the most part much better. Knowledge must be handled by modern technological means. Second, even the location, cataloging, and organizing of knowledge into useful forms has become a sub-branch of the science of communication.

Automation Necessary in Complex World

Automation, as Ramo reminds us, is necessary today because the "operations of man's material world have become so complex that they will have to proceed with a minimum participation by man, his muscles, brains, and senses." This is not precisely what is expected of so-called educational automation with closed-circuit TV, picture tapes and all the rest, but I think, reasonably close to the objectives of many of the people who are thinking about it.

Along with the technology has had to come a new type of administrator, a new theory of administration, new forms of organization, and new views as to employment of capital. As by no means all business and industry has yet reached the automated stage, I am not implying here that all American management is capable of the newest thinking. Outstanding among the new concepts, however, is the idea of *systems*. In an over-simplified form, this concept means that all of the elements and actions that go into a product, and its movement subsequent to production, are combined and controlled so that an optimum balance and flow is established. The system is studied, developed and reconstructed by rigorous analysis—often of a mathematico-scientific type called operations analysis—and controlled at many points by the feedback of information. The amount of planning and analysis in such a system is almost unimaginable and is, of course, assisted by computers and many other advanced techniques.

But let us now step backward a moment into our educational 18th century. As industry for a hundred years has had the advantage of the elements of mass production and the hint of automation in machines like the Jacquard loom, so, we too, in education, have many elements of a 20th-century approach. The technology that developed the electric light, vacuum tube, radio, and motion picture—the technology that produced what is sometimes called the communications revolution—has given us equipment units that can speed and improve classroom communication. We have projectors, players, and receivers of many kinds. Increasingly too we have had the materials. As each year has gone by, more and better films have been made; tapes have become available in many languages; various kinds of ingenious still projections have been produced or can be made; we have television programs,

(Continued on page 100)

For Your Information

A Report on the National Defense Education Act and New Legislation

by Anna L. Hyer

ETV BILL FAVORABLY REPORTED

THE Magnuson bill (S. 12) was reported favorably out of the Senate Committee on Interstate and Foreign Commerce just as this issue goes to press. The bill provides for authorization of an appropriation to assist the states and certain organizations therein in establishing and improving educational television broadcasting facilities in public schools, colleges and adult training programs.

Also offering aid for the construction of ETV facilities are six bills now before the House Committee on Interstate and Foreign Commerce, all of them introduced in this session. They are: HR 32 introduced by Hale Boggs (D-La.); HR 1981, by Stewart Udall (D-Ariz.); HR 2926, by Kenneth Roberts (D-Ala.); HR 3043, by Morgan Moulder (D-Mo.); HR 3723, by John R. Foley (D-Md.); and HR 4284 by Harris McDowell, Jr. (D-Del.). (For complete text of each of these bills see the February FACTSHEET of the Joint Council on Educational Television, 1785 Massachusetts Ave., N.W., Washington 6, D. C.) After studying the House bills carefully, DAVI will decide where to place its support and will urge the NEA to add its strength to this support.

THERE IS LITTLE NEED, I expect, to point out to readers of this magazine the major AV milestone represented by the National Defense Education Act, which, some experts are now saying, will result in a tripling of expenditures for audiovisual materials, equipment, and personnel within a four-year period. A glance through the Convention Program on pages 77-80 gives some indication of the importance the Act has assumed in the concerns of our own organization. By the time he has listened to Roy Hall's exposition and the panel of experts in the general session and has heard L. C. Larson, Kenneth Norberg and Dr. Schuller in other sessions, the 1959 DAVI Convention goer will be indeed well versed in the National Defense Education Act.

Revised Murray-Metcalf Takes Spotlight

In our preoccupation with the National Defense Education Act we should not however lose sight of the fact that a new Congress is now in session with more than 100 educational bills in the hopper. One of these is the revised version of the Murray-Metcalf Bill, of which you will be hearing more at the Seattle meeting. This major piece of legislation, endorsed by the NEA, was introduced early in this session by Senator Murray of Montana and a bipartisan group of 30 other senators representing 25 states. Introduced as S. 2, the Murray-Metcalf Bill is also known as "The School Support Act of 1959." The House version, H. R. 22, was introduced by Lee Metcalf, also of Montana. (At least 10 other members of the House, representing both parties have introduced similar or companion bills.)

In brief, the Murray-Metcalf Bill provides financial assistance for the support of public schools by appropriating funds to the states to be used *for constructing school facilities* and for *teachers' salaries.* In the language of the bill the term "school facilities" means classrooms and related facilities for education "which are provided by a school district for elementary or secondary education in the applicable state at public expense and under public supervision and direction, and interests in land (including site, grading, and improvement) on which such facilities are constructed. "Related facilities" includes furniture, equipment, machinery, and utilities necessary or appropriate for school purposes. The term "teacher" means any member of the instructional staff of a public school district as defined by the education agency of each state.

Grants to the states are to be made on the basis of each state's school-age population. These would amount to $25 per child for the first year, $50 the second, $75 the third, and $100 for the fourth and succeeding years. Grants would total $1.1 billion the first year.

The Bill provides for the maintenance of state and local financial support of schools in this way: the amount allotted to any state for any year will be reduced by the percentage (if any) by which its state school effort index for the year is less than the national school effort index. (The first three years are exempt from this provision.)

Written into the bill is the assurance that "no department, agency, officer, or employee of the United States shall exercise any direction, supervision, or control over policy determination, personnel, curriculum, program of instruction, or the administration of any school or school system."

The NEA has produced a color filmstrip *Breakthrough to Better Schools* which probably presents the case for federal financial support and the Murray-Metcalf Bill better than most presentations you could get for your teacher and lay groups. It stresses our inadequate tax base for schools and indicates the economic impact of the Bill. The filmstrip, available free of charge through state education associations, is part of a kit of materials which will include a speaker's guide, a handbook of statistical information on the Murray-Metcalf Bill, a copy of the legislation

and a copy of the tax education feature, "Can America Afford Better Schools?" taken from the February *NEA Journal*. Also available in large quantities for distribution is the leaflet ***Facts vs. Fallacy (Federal Funds for Schools)***. For quantities of any of these materials write to the NEA Legislative Commission, 1201 16th St., N.W., Washington 6, D.C.

Progress in Implementing the NDEA

Federal funds totalling $6 million were allocated February 3 by U.S. Commissioner of Education Lawrence G. Derthick to 1227 colleges and universities in all 49 states, the District of Columbia, Hawaii, and Puerto Rico for the establishment of student loans authorized under Title II of the National Defense Education Act. With allocation of these funds all nine basic programs authorized by the Act are now in operation.

Loan allocations were made by the Office of Education's Division of Higher Education.

These loans are a chance for our field to help get able young persons into the teaching profession. Title II states that special consideration will be given to students with superior academic backgrounds who plan to become elementary and secondary teachers. You may also recall that Title II includes a forgiveness clause for students going into teaching. If the borrower becomes a full-time teacher in a public elementary or secondary school, up to half of his loan (plus the interest on that half) will be forgiven at the rate of 10 percent a year. None of us should pass up the opportunity to inform worthy young people of this financial help. Tell your student to write to the college of his choice for information about the program. Each institution will handle its own fund and will select recipients.

Meanwhile there has been notable progress in the implementation of Title III, under which state plans for Georgia, Pennsylvania, and Texas have been approved as of January 26 with several others expected shortly. With approval of plans the role shifts to the local school or school districts whose responsibility it is to submit to their respective state departments of education, in accordance with the state plan, projects for the improvement of science, modern foreign language, and mathematics teaching.

Cooperative Activity Under Title III

DAVI in cooperation with the Association for Supervision and Curriculum Development and the National Association of Educational Broadcasters is working on a folder designed to help local schools and school systems in making decisions when confronted with the planning task. It is the feeling of these three groups that national organizations can be of real service to local schools at this time when proper decisions may mean the difference between a program of strengthened instruction and an opportunity not fully exploited. The folder will pose pertinent questions and suggest activities preparatory to planning the project.

As you probably know, it is generally felt that funds under Title III should not simply be divided equally as to school, grade level (elementary and secondary) and subject area (math, science, and modern foreign languages.) Local needs should be carefully considered and priorities established over a four-year period to those needs which are deemed most pressing and to areas where the funds will do the most good.

DAVI was represented at a small meeting called by the Council of Chief State School Officers February 3 in Washington, D.C., to consider data which may be helpful to school systems purchasing equipment under Title III. Although some school systems have adequate purchase guides, too many orders are still given with insufficient information about products. This is a bad practice which could become serious during the next three years when huge local, state, and federal funds will be expended for materials and equipment. The meeting last month was only the initiation of the project in which the U.S. Bureau of Standards has agreed to cooperate in working out purchase descriptions. The end result is expected to be a purchase document for distribution to state and local agencies and for local schools throughout the country.

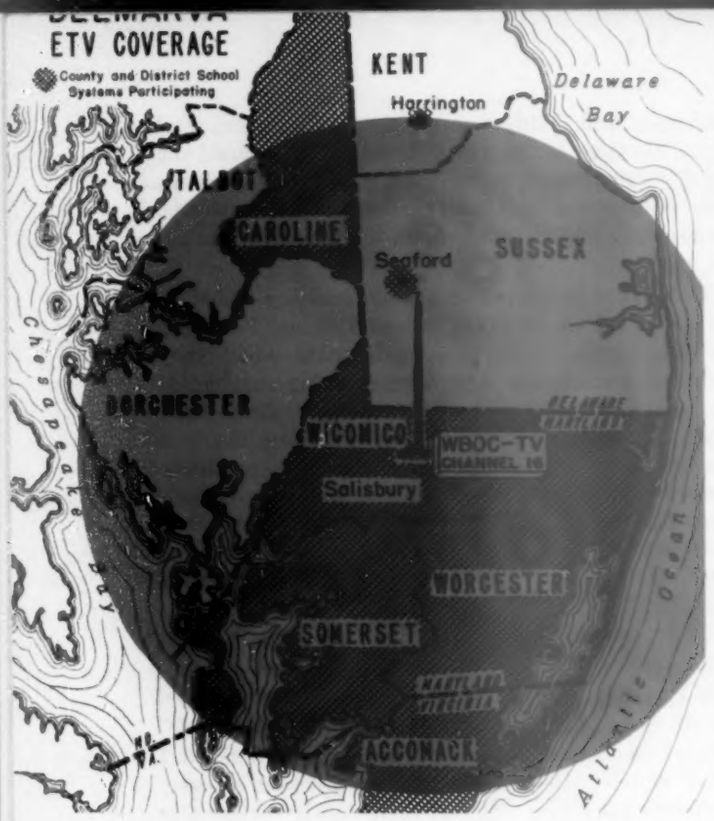
Three new publications pertaining to Title III and of interest to audiovisual people have recently been made available. They are: *A Guide to the Use and Procurement of Teaching Aids for Mathematics*, from the National Council for Teachers of Mathematics, NEA; *Action in Science under NDEA*, the National Science Teachers Association, NEA, (single copies 10 cents each); and *Library Opportunities in the National Defense Act of 1958 (Public Law 85-864)* from the American Library Association, 50 East Huron Street, Chicago, Ill.

Title VII—Projects Underway

Nine persons met on a consultative basis at the U.S. Office of Education January 19-20 to develop plans for the implementation of six contract proposals for the dissemination of information on the newer educational media (see page 66 of the February issue of AVI). Acting in this capacity were Grace Stevenson, American Library Association; Harry J. Skornia, National Association of Educational Broadcasters; O. L. Davis, Jr., Association for Supervision of Curriculum Development; Robert Hudson, Educational Television and Radio Center; Dorothy Smith, American Council on Education; John Moriarty, University Film Producers Association; Emily Jones, Educational Film Library Association; Ralph Steetle, Joint Council on Educational Television, and myself. Pilot projects in the areas represented by these six proposals must be completed no later than fall.

DAVI will be strategically involved in planning and conducting some of the pilot workshops called for in the implementation of this title.

Part B of Title VII provides for publications to encourage the expansion or improved use of newer media. I would appreciate getting your ideas on what publications are most needed so that I can pass this information along to the appropriate persons at the Office of Education.



The Open-Circuit Story of Delmarva

MARY ELEANOR SPEAR

SEVERAL ADVANTAGES of open-circuit TV are being impressed daily upon parents and teachers on the eastern shore of Delaware, Maryland, and Virginia, where the "Delmarva TV school" has been in operation since November 4. Parents see what their children are being taught. The information, usually new to them, or at least a "refresher," stimulates interest in their children's school activities.

As one parent said, "I can talk to my children about their school work now."

The Delmarva project has also brought the school systems in this somewhat isolated area closer together. The Eastern Shore is off the beaten path for lecturers and at a considerable distance from large cities where libraries have unlimited reference sources. Thus a distinct need was felt in these schools for advanced and new information, particularly in the fields of science and music.

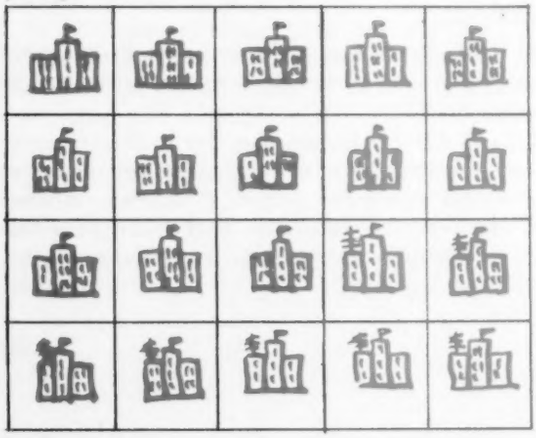
The Delmarva Education Project was organized during the spring of 1958 through the joint efforts of interested superintendents of schools and school systems in the area covered and the management of Station WBOC-TV, Salisbury, Maryland. In addition to strengthening instruction in the science and music areas and expanding the school program generally, a further purpose of the project was to give teachers the benefit of the unique advantage of television in motivating children to learn and in presenting ideas and information. The open circuit gives schools the opportunity to take advantage of trained experts. Through the guidance of the room teachers, the children make their own experiments, participate in other activities inspired by the telecasts, and thus learn by seeing and doing.

The project is administered by an Advisory Council consisting of a member from each participating school system and one representative from the television station. The officers of this council constitute

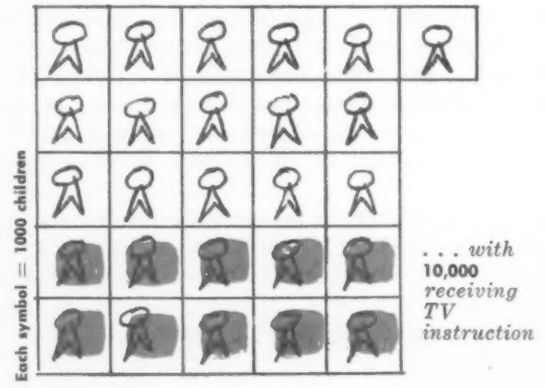
THE author is lecturer in communications at the American University in Washington, D. C., and visual consultant for Spear Visual Studios. She became interested in the Delmarva project while visiting her son, Jim Spear, director for Station WBOC-TV, Salisbury, Maryland. This article was written with the cooperation of the personnel on the project. Inquiries may be directed to Paul D. Cooper, Superintendent of Schools, Worcester County, Snow Hill, Maryland. Dr. Cooper is president of the Delmarva project.

PARTICIPATION IN THE DELMARVA PROJECT

Of the **20** *school systems covered . . .* **7** *are participating*



Of the approximately **50,000** *children in the area* **26,000** *are participating . . .*



an executive committee for continuous supervision of the project.

The one-hour telecasts of two subjects per school day are: Music, grades two and four, two periods per week; Science, grade 5, two periods per week; and Science, grade 6, three periods per week. One period a week is reserved for enrichment programs such as Story Hour, Art, Newsreel, and so on.

The five-minute interval between the two telecasts allowed for changing classes each day is put to good use in the Delmarva project. A brief program called "Dear Parent," of interest to both parents and children, goes on the air. Participating students, ranging from kindergarten through high school, describe their hobbies, tell what they learned in school, give group performances, or hold teenage panel discussions. Teachers and principals of grade and high schools comment on report-card grades, disciplinary measures, selecting courses in the college preparatory course, and other phases of school life.

Interest Is High, in School and Out

Interest in the entire project runs high among both parents and students. After a TV Science Unit on "Boats and Buoyancy," a group met at one of the homes to review experiments and to experience firsthand the testing for buoyancy and safety. Another telecast inspired three boys to rig up a "tin can" phone between their homes. This close relationship is expressed in the schoolroom by children working together and helping each other on projects inspired by the TV lesson. One class made a direct line of communication to the school library and "got their books in a hurry."

Another class constructed an elaborate layout of a miniature "Christmas City" complete with telephone lines and house lights. Many students write to the station expressing their interest in the telecasts, telling what experiments and models they have made. Some send references that enable others to get the pictures, charts, and diagrams that they, themselves, have found useful. A natural outcome of the program is to have art classes in the schools contribute their talents in makng TV title cards, posters, and charts used on the telecasts.

Interest is carried beyond the schoolroom. A bus driver reported that he could always tell TV Music Day because children sang and enacted the new songs on their way home.

A parent of a pre-school child wrote, in part, that the science program is not only a review for adults but brings to them the new developments of the past 20 to 25 years. The demonstrations and experiments are so simply and clearly presented, she said, that even her five-year-old listens attentively. She admitted that the child got lost among the atom and molecule structures, but felt that from the innumerable questions asked after each telecast some information would stay with him and be to his advantage later on. She reported that shut-ins and mothers were deriving great satisfaction from the school telecasts and expressed the hope that they would continue on open circuit.

In order to build correlation between classroom and studio a schedule of telecasts was made up for the use of principals and coordinators. Detailed music and science schedules for each participating grade were distributed to the classroom teachers. Accompanying each schedule is a teacher's guide (an example is shown below) telling what material children need and how far to prepare the class for the television lesson. It briefs the teacher on the topic for each day, suggests important things to do after the viewing and includes new vocabulary and a bibliography or song sheet.

The teacher is thus an important part of the telecast program. Children are asked not to take notes but to remember as much as they can, and particularly to watch the closeups of experiments and demonstrations. These closeups have proved invaluable in that each student sees in detail the objective of the lesson. The teacher makes notes during this viewing time on points she believes will be of most value to the class.

(Continued on page 102)

FINANCE

Each participating School System contributes $1 per pupil for the first year of operation.

$26,000. This covers:

Teachers salaries
Station rental
Supplies

WBOC-TV

Rents its facilities and technical services on a cost basis

Equipment for classrooms now participating, about **$40,000**

Taken care of by each school system.

In many instances sets were provided by civic and service organizations in the various communities.

TEACHER'S GUIDE

Subject: Music — Grade 4 — Lesson 13

January 6, 1959 — Title: "Singing Together"

I. Materials Children Will Need
Pencils on top of desks

II. Before the Lesson
Have children form a circle around the room, holding hands. Tell them I will be singing an old Scotch song which is often sung as an expression of warm friendship. The words were written a long time ago by a famous Scottish poet, Robert Burns. This song is sung by many Americans as they greet the New Year. Burns was born on January 25. (Tell them to stay in the circle until I tell them to sit down.)

III. The Lesson

A. Auld Lang Syne—Scottish air or folk song, page 68, "Music through the Year." Holding hands we will play a hand game.

B. Tip toe home to music, stop when the music stops, Andante Haydn

C. Singing Together, "Music through the Year," page 14, Key F Major, Starting Note, Middle C. This is a good song to help you start your new year.

1. We will read the words together.
2. Sing it—boys and girls alternate on phrases.
3. Count the beats—C—Common time—$\frac{4}{4}$
4. Introduce the accent. >

D. Record: March

1. Tap the accent.

E. Vocabulary

Auld Lang Syne—old long since

C = Common Time—$\frac{4}{4}$

Accent—make it louder >

This is the sign for the accent, when more stress is wanted on the notes.

IV. Important Things to Do after the TV Lesson

A. Add to your chart sign:

1. C = Common Time = $\frac{4}{4}$
2. Accent = first beat = Make it louder = >

B. Use any good marching record in $\frac{4}{4}$ time to tap the four beats and then tap the accent.

1. on desk
2. 3. 4. in the air.

Guest lecturer Eric Rogers of Princeton demonstrates a recognized advantage of instructional TV. Not every physics teacher can manage this type of experiment.

Continental Classroom

one answer to a national need

E. DeALTON PARTRIDGE

Another ETV advantage—making great minds available to more students—is exemplified by Dr. Brattain of Bell Telephone Labs, the first of seven Nobel Prize winners to appear as guest lecturer on CONTINENTAL CLASSROOM.

ON MONDAY MORNING, OCTOBER 6, 1958, a significant educational venture was launched. At 6:30 a.m. thousands of television sets throughout the nation tuned to the local NBC station and the first network television course offered for college credit began. *Continental Classroom* was on the air and Harvey White of the University of California at Berkeley began to teach at one time more students than he had taught in his long career as a classroom teacher.

This was not the first time that a college course was offered over television. It was not the first time that college credit was given for such a course. It was the first time, however, that a course for college credit was to be taught by one teacher over a national network. It was the first time that colleges and universities across the country would offer the same course under local jurisdiction as a part of a single effort to meet a common educational need.

Continental Classroom is a college-level course in atomic physics offered over NBC five days a week for 32 weeks during the academic year of 1958-59. The course is taught by Dr. White and a number of distinguished visiting lecturers. Educational coordination and leadership has been furnished by the Television Committee of the American Association of Colleges for Teacher Education under the personal direction of Edwin Adkins.

How It Happened

The story behind *Continental Classroom*, how it came into being, how it developed, is an example of how national communication resources can be enlisted to meet a recognized national need. It is an example of how financial resources can be assembled and placed at the disposal of educators to meet such a need, providing the educational leadership and organizational structure rises to the opportunity.

The idea for *Continental Classroom* originated with officials of the National Broadcasting Company. The plan for implementing the idea through a national educational association into the colleges and universities of America grew out of the Television Committee of the American Association of Colleges for Teacher Education. The fact that NBC and the AACTE existed combined with a known national need brought *Continental Classroom* into being.

Those who worked to make it possible for *Continental Classroom* to get on the air had little idea that it would meet with such response. The financial requirements making it possible to telecast a half-hour course five days a week for 32 weeks were not met until late in the summer. There was serious question at the time the financial resources were assembled and the network time cleared as to whether colleges and universities could offer such a course on such short notice and whether, if it were offered, there would be any serious viewers at 6:30 in the morning.

THE author is president of Montclair State College (New Jersey) and chairman of the committee on television for the American Association of Colleges for Teacher Education.

Fortunately, those developing the educational side of the enterprise had done a considerable amount of spadework with the assumption that the course *would* go on the air. Copy for brochures was prepared. Letters to colleges and universities were run off and stood ready to be mailed. Even so, the first definite word did not get into the mail until August 1.

Few people who know how long it takes to develop, approve, announce, and promote a new course would have dreamed that by October 250 colleges and universities would be offering the course; that between five and six thousand persons would register for it. Few people in the broadcasting business would have believed that nearly 30,000 persons would send 50 cents for a printed synopsis or that the total number of sets tuned in at 6:30 a.m. would be conservatively estimated at 270,000.

Fraises and Appraisals

Few educational ventures of this generation have received the accolades that have been directed toward *Continental Classroom*. From small country papers through the popular weeklies, into the educational journals, and across the ocean to the editorial pages of the London *Economist*, praises have rolled in.

The *Economist* calls *Continental Classroom* the "most exciting experiment" in educational television. John Crosby of the *New York Herald Tribune* wrote recently: "I feel strongly that it should have been done long ago by all the networks; that it should be expanded to other subjects that are in short supply; and that the idea should become a basic tenet of all network broadcasting."

The *Continental Classroom* physics course was directed primarily at high school teachers of physics. This was to be the focal audience. Those who planned the course, however, realized that there probably would be a sizable periphery audience. This is evidently what happened. Besides teachers, regular viewers included high school students, housewives, engineers, businessmen, soldiers, sailors, even prisoners.

The University of California reported an enrollment of 218 in the first semester. Seventy-two percent of these were men and 28 percent, women. Distributed by occupation the 152 were listed as follows: teachers, 62; students, 26; engineering related occupations, 23; engineers, 10; housewives, 6; accounting and related fields, 5; and others, 20.

The cooperating colleges numbering around 250 in the first semester represent a cross section of American higher education. Fifteen or 20 more are expected to join this group in the second semester. Here are the cooperating institutions classified by type: state colleges or universities, 119; municipal colleges or universities, 7; private non-sectarian, 20; private church affiliated, 95; and unclassified, 9. Of the church affiliated colleges or universities 42 are Catholic; 14, Methodist; 10, Presbyterian; 8, Baptist; and 21, other denominations.

As to type of academic credit for the course, the pattern is as follows: undergraduate, 101; graduate, 10; graduate or undergraduate, 56; non-credit, 12; not reported, 71.

Evaluation Funds Asked at Outset

Any educational enterprise that has gained the response which *Continental Classroom* has should be carefully evaluated from a number of points of view. Realizing the importance of this the Television Committee of the AACTE requested funds for evaluation at the time the project was taking shape. The funds provided are being used thus:

Three examinations (in November, January and May) will be given to a select sample of students taking the course for credit. These examinations are prepared by competent individuals and approved by Dr. White. The November series was a little late to serve as a pre-test but it was the earliest date feasible under the time schedule. These tests should give some indication of the academic progress which can be expected of students who are taking the televised course.

In New York City approximately 5000 high school students enrolled in regular physics courses are being tested. The teachers of some of these are following *Continental Classroom*. Comparison will be made between students taught by these teachers and those taught by others not following the broadcast. This may furnish an indication of the immediate impact of *Continental Classroom* upon the high school student.

In an effort to probe the real attitude of teachers and others toward this kind of national effort a series of 800 interviews are being conducted by a nationally known research agency. Four hundred of these interviews in depth took place in January, and the other 400 will be made in May.

All college coordinators will be invited to submit pertinent data pertaining to the course, the method, the student reactions. This questionnaire will be sent out near the close of the second semester. In addition to these evaluations planned by the National Coordinator and his staff the Ford Foundation has appropriated $100,000 to finance an extensive evaluation program on a national basis.

The general impact of a venture like *Continental Classroom* can be judged to some extent in terms of its reception by the public and the educational community. The course has at the present writing received two awards—the Sylvania Award and a special citation by the Edison Foundation. The widespread reaction of the press has been almost universally favorable. If nothing else has happened, the way has certainly been opened for further ventures in network educational television.

Recipe for Success

If, as a number of impartial observers have indicated, *Continental Classroom* is a major educational breakthrough, why has it succeeded so markedly? There probably are a number of reasons.

First of all, it was a logical answer to an obvious national need. The field of physics has changed so rapidly in the past 20 years that many high school teachers of this subject have been passed by. Before *Continental Classroom* appeared, a fairly large proportion of the teachers of high school physics had taken no formal work in this subject since the atomic

(Continued on page 101)

etv seminarists

air new concepts in 3-day huddle

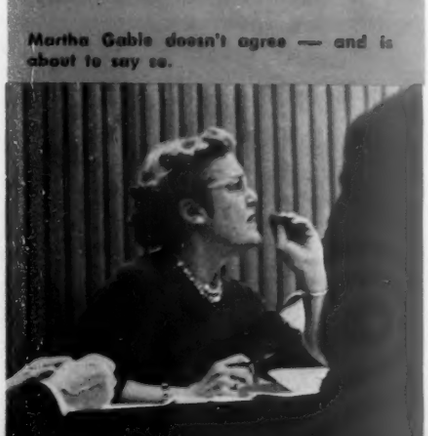
INTERACTION AT THE NEA

ALICE FINSTAD

Dr. Foshay, who steered the conference, and Dean Rice, whose Stephens College experience made him a valuable participant. Dr. Foshay is on the right.

UNESCO's Cassirer gets the word from Edna May Strobel (right) and Ella Harllee.

Martha Gable doesn't agree — and is about to say so.



Liberal arts man leading with his chin— Roy Pearce, Ohio State. With him, Robert Curry, Cincinnati public schools.

Ralph Garry uses both hands to clarify a tough concept.

Hugh Masters and "Keynoter" Bills . . . ruminating.

*PARTICIPANTS

Robert E. Bills, Chairman, Department of Psychology, Alabama Polytechnic Institute

Madolyn W. Brown, Supervisor of Social Studies, Dade County (Florida) Public Schools

C. R. Carpenter, Director, Division of Academic Research and Services, Pennsylvania State University

Henry R. Cassirer, Head, Television Section, UNESCO, Paris

Robert P. Curry, Assistant Superintendent, Cincinnati Public Schools

George W. Denemark, Dean, School of Education, The University of Wisconsin at Milwaukee

Margaret Divizia, Supervisor in Charge of the Audio-Visual Section, Los Angeles City Schools

Arthur Wells Foshay, Executive Officer, Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University

Alexander Frazier, Director, The University School, College of Education, The Ohio State University

Martha A. Gable, Director of Radio and Television Education, Philadelphia Public Schools

Ralph Garry, Professor of Education, Boston University

Robert O. Hall, Program Associate, Educational Television and Radio Center, Ann Arbor, Michigan

Ella F. Harllee, Director of Radio and Television, Council of Churches, Washington, D. C.

William Kingsley, Field Representative, California Teachers Association

Hugh B. Masters, Director, Georgia Center for Continuing Education, University of Georgia

Roy Harvey Pearce, Professor of English, The Ohio State University

James G. Rice, Dean of Instruction and Vice President for Academic Affairs, Stephens College

Betty Stautzenberger, Classroom Teacher, Toledo Public Schools

Edna May Strobel, Coordinator for Education by Television, New Orleans Public Schools

Robert R. Suchy, Director, Educational Television, Milwaukee Public Schools

A SMALL BUT heterogeneous group* made significant discoveries in their examination of TV and learning at NEA Headquarters the first week in February. Such at least was the feeling of participants, among them, the experienced seminarist, Arthur Wells Foshay, who smoothly but relentlessly steered the conferees through three days of mental effort in which patterns for future programming emerged and new theories, not only about ETV but also about learning, began to take form.

This second NEA-sponsored seminar on educational television had been called to consider the theme *Achieving Interaction — New Ways of Learning from Television.* In his introductory remarks, Harold Wigren, NEA's educational television consultant, said that the interaction theme was chosen because the seminar planners felt that there was a need to explore ways to circumvent one of the greatest limitations of ETV—the lack of "feedback." (The principal planners were Dr. Wigren, Robert Hall, Anna L. Hyer, and Dr. Foshay working in close consultation with the Association for Supervision and Curriculum Development.) Dr. Wigren invited the conferees to examine the role of the classroom teacher, of the student, and of program planners in the total process of television teaching and to find ways of achieving interaction to compensate for the lack of two-way communication in the medium.

Descent from Cloud Nine

From that point on, "interaction" became the watchword of the seminar, taken on flights of theory by the college professors and psychologists, only to be brought down to earth again by the practitioners — the classroom teachers, adult educators, and ETV coordinators and directors working in public schools. Introduced in two panel sessions by Margaret Divizia and Robert Hall, the latter related how they had achieved interaction in actual ETV programs. These recitals, some of which were illustrated by kinescopes, gave the theorists a chance to examine their newly found concepts in the light of what in reality is taking place in ETV. In this way the seminar achieved good interaction between theory and practice—which in the opinion of many was one major factor contributing to its success.

As Hugh Masters, director of adult education for the University of Georgia told this reporter at the close of the meeting: "We've edged into some big ideas—they're very rough but tremendously important for re-thinking our position." Mr. Masters was referring to the sub-group on adult education. "This is the first time," he continued, "that we have been forced to say at what point we (as adult educators) are different. Now we know that program planning for the classroom won't do for us."

Seminar Stimulants

Two other major contributions which set the tone of the whole seminar and which spurred the discussions and thinking that culminated in the work of the sub-groups were the opening address by Robert E. Bills, chairman of the department of psychology at the Alabama Polytechnic Institute and the more or less impromptu but effective remarks of C. R. Carpenter of Pennsylvania State University.

Interaction in learning, Dr. Bills said, varies in importance according to educational goals. He defined interaction as involving a two-way process of communication, usually between student and teacher but also possible among students or between student and resource person. In a knowledge-centered philosophy of learning, interaction is perhaps less important than in student-centered learning. If the function of education is to absorb facts, interaction is less necessary than if the objectives are to change behavior or to form value judgments. In the latter interaction serves as a clarifier.

Certain conclusions about interaction, Dr. Bills pointed out, hold for both types of learning philosophy, to wit: Where learning is meaningful to students, interaction is only minimally needed (for instance, as in the case of a man learning a trade, the direct outcome of which means his livelihood). Interaction is probably more necessary early in a course than later on, and probably more so at elementary levels than at higher levels. It is less necessary for achieving technical skills than in mastering abstract concepts. (In the course of his remarks Dr. Bills brought a new term to the conference—"openness." An educated individual, said Dr. Bills, is one who remains open to his experience. He is able to respond to new situations because he is open to his present experience as well as to past experience.)

The conferees themselves were unable until the very last hours to come to an agreement on a definition of the term "interaction" that would serve their purposes. However a schema emerged (given form by Henry R. Cassirer of UNESCO) in which it was generally agreed, but not completely, that interaction is possible between classroom teacher and students (as in a follow-up program) ; between student and student (as in post-viewing discussions) ; among teachers working together on an ETV program; and between the student and his environment (as where a parent has viewed the lesson at home).

Whether the student can interact with the TV presentation, or with the subject matter, became a sticky question and raised the further point of "internal interaction"—what happens in the student's mind during the learning process.

It was in this area that Dr. Carpenter's remarks took on especial significance. Dr. Carpenter spoke of such things as "selective grid systems," "loops of interaction," and "spiraling effects" — things that happen within the individual's mind during the learning process. He said he feared that in many cases we have misconceived the communication theory. We have regarded the communication process as a sort of "pipeline proposition" through which information flows and nothing happens to it. In this we ignore the selective grid systems at work within the individual's mind which he interposes between the "learning situation" and what actually results in terms of changing behavior. The total flow of information gets radically modified, said Dr. Carpenter, as it interacts with the individual's perceptive field, as it comes up against his past experiences and his cognitive and affective fields.

Dr. Carpenter pointed out that the need for interaction undergoes change in the learning process. There are needs for certain intensities and kinds of interaction at some stages; at other times these can be "progressively reduced to internalize the responsibilities for learning." It is characteristic of learning, he said, that as you progress you become less dependent on external information and more sensitive "to internalized cues."

A Moot Point

These are only a sampling of the thoughts thrown out by Dr. Carpenter, many of which had implications for programming. Dr. Carpenter contends that neither TV nor any other device is unique as a learning medium. The advantages and disadvantages have to be considered in terms of management, he said. The fact that one teacher can teach 1000 students simultaneously over TV is a practical consideration like the cost of production. Here you have a chance

(Continued on page 103)

e | tv

THE PURDUE FINDINGS

Glen Starlin at left, Chairman Jim Miles, and Bob deKieffer making a presentation.

RAYMOND WYMAN

THE 30-ODD PARTICIPANTS at the Purdue seminar (August 24-September 4) were treated to some solid reporting on instructional TV when 15 consultants from institutions throughout the country were joined by Purdue's radio-TV staff of ten to summarize what has been learned about television in higher education throughout the country. The comprehensive portrayals of their experiences with TV teaching were augmented by reports on research and opinion studies.

The Conference was called by President Hovde of Purdue University to acquaint college and university administrators with recent developments in the whole field of televised instruction. It was sponsored by Purdue and the National Association of Educational Broadcasters.

Among consultants were Clifford G. Erickson, Chicago Junior College; Warren A. Kraetzer, New York University; Hideya Kumata and Irving Merrill of Michigan State University; F. G. Macomber, Miami University (Ohio); Dr. Saul Levy, Michael Reese Hospital; Larry Myers, Syracuse University; and Glenn Starlin, University of Oregon.

Others were James Armsey, Fund for the Advancement of Education; Cecil Bidlack and Harry Skornia, NAEB; Ryland Crary, Educational Television and Radio Center; Maurice Seay, Kellogg Foundation; Herbert Suesholtz, Transvision Corporation; L. L. Lewis, Radio Corporation of America; and Russ Ide, Sarkes Tarzian Corporation.

Jim Miles, head of radio and television at Purdue, proved to be an adroit chairman, drawing out the best ideas of the consultants and participants and arranging a complicated schedule without conflict.

By no means a continuous tribute to TV as a panacea for the ills of higher education, the Conference revealed grave doubts about educational television on the part of a substantial number of participants. Many statements were challenged and commercial analogies fell on deaf ears among some of the conferees who pointed out that they did not own TV sets at home.

The participants were not expected to formulate comprehensive statements about what ETV could or could not do; the sponsors hoped, however, that each person would consider the evidence presented, then prepare specific recommendations for the college or university he represented.

The statements which follow are those of the writer alone; however they are amply supported by the evidence reported at Purdue.

1. Using the typical lecture-demonstration method, it is generally possible to educate college students just as effectively over TV as face to face in the classroom.

2. Students generally prefer to receive instruction live rather than televised (but they apparently do not learn more).

3. Any number of viewing groups of any size can receive instruction from one TV presentation with no apparent loss in effectiveness.

4. There appears to be no need to have a viewing group in the studio where the lesson originates. Moreover, it is easier to make a good TV presentation if none is in attendance.

5. The discussion that sometimes occurs in lecture-demonstration classes should be provided for in scheduled small group discussions under the guidance of an instructor or graduate assistant. However, research indicates that the frequency and value of class discussion is far less than generally supposed.

6. With an experienced TV teacher, it is not generally necessary to provide direct talk-back from the receiving rooms by microphones.

7. It is possible to have students take all of a lecture-demonstration course in their homes by broadcast TV, with the exception of the examinations. Homework can be sent in, corrected and returned. The number who have so far taken credit courses on TV is relatively small, but there seems to be no real reason why it could not increase.

8. The cost break-even point for lecture demonstrations appears to be reached when between 200 and 300 students take one course at one time. Smaller numbers should be taught by conventional methods.

9. The cost break-even point for special presentations can be attained with a small number of students. This is particularly true where expensive, sensitive, small, rare or dangerous materials must be seen by groups of students.

10. Graduate assistants seem to work well in remote viewing rooms and as discussion leaders.

11. Instructors are generally prompted to make tremendous improvement in their course content and method when it is given on TV. It is generally possible to teach the typical 50-minute classroom session in about 30 minutes without measurable loss. This is accounted for by an effective use of time and aids.

12. Instructors must have a reduced teaching load in order to prepare for and teach on TV.

13. Instructors are apparently more readily won over to TV when they

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Ray Wyman, professor of education at the University of Massachusetts, contributed to the special issue on teacher education in January.

discover for themselves its special advantages. They tend to ignore the results of research at other institutions.

14. A university TV unit should not be operated or controlled by any academic department. It is an all-university service agency.

15. On a large campus, TV makes it possible to offer a class in widely separated rooms at the same time. Moreover, it is the easiest way of distributing audio-visual aids; it avoids transporting projectors and needs little room darkening.

16. Some classroom teachers will make their first use of audio-visual aids after they are introduced to them over TV.

17. Although presentations can be recorded on film (kinescoped) it is an expensive and complicated method, and somewhat dangerous academically. The videotape recorder will probably make this more attractive in the next few years.

The team approach to education was favorably considered. The consensus was that, in teaching large groups of students, there is merit in using a team made up of instructor, graduate assistants, and technical assistants.

Aside from formal instruction, television is perhaps the best device in existence for extending the education and culture of the institution to the community and general public. There was no indication that teachers would be put out of work by educational television, but there were many indications that television can help colleges and universities meet the challenges of the present and future.

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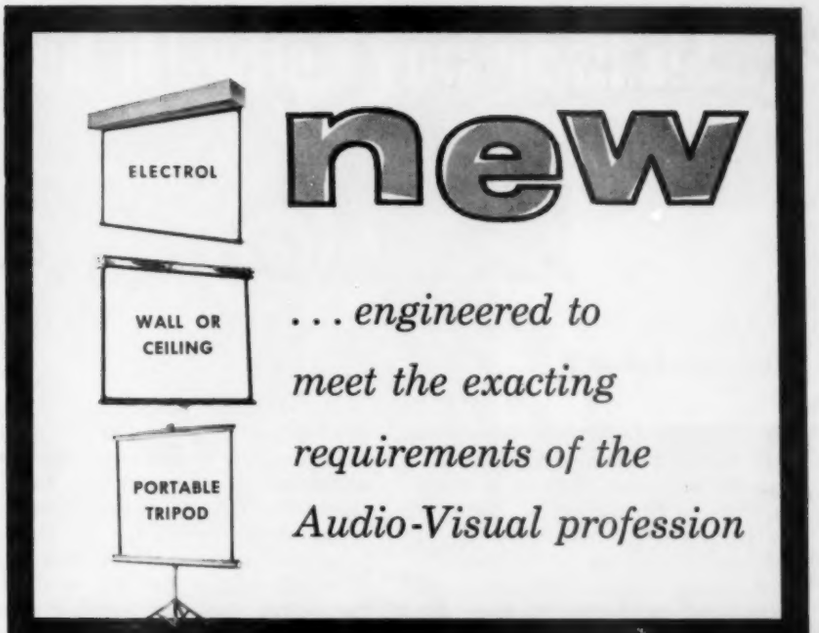
Cover design by Joe Jacobs.

Next Month

In spring AVI turns to thoughts of poetry, summer school courses, and art and music. (Franklin Dunham makes comment on the latter under a communications topic.) We also offer a long overdue piece on tachistoscopic techniques (from Gaspar Barnette). Also: the article on film guides by Rita Hochheimer promised for January, and a guest editorial from Minnesota by Wes Grabow. Frank Mathewson supplies data for checking the performance of projectors — of especial value now in the implementation of the Education Act.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looking at

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Edward T. Schofield

EDUCATORS INTERESTED in examining the source materials on which Mr. Wyman's article on page 94 is based will find the full report of the seminar (62 pages) of real value. Edited by Elaine Afton, *NAEB Seminar on Instructional Uses of Television and Radio* is available for $2 from the National Association of Educational Broadcasters, 14 Gregory Hall, Urbana, Ill.

Major aspects of television and radio expounded at the seminar and recorded in this publication are: "The Aims of Education," by Arthur W. Foshay, Teachers College, Columbia University; "How Can Radio and Television Help Accomplish the Aims of Education," by Helen Heffernan, chief of the Bureau of Elementary Education, California State Department of Education; "How Much Teaching Responsibility Should Television Take," by Charles Hettinger supervisor of Television Education, Pittsburgh public schools; "Program Planning Decision," by Helen Heffernan; "Making the Most of Available Program Materials," by Ryland W. Crary, director of research for the Educational Television and Radio Center, Ann Arbor; "Communication in Education," by George C. Johnson, education director of Radio and Television Services, Indiana University; and "Pitfalls in Using Television in Education," by T. Wilson Cahall, TV coordinator of the Washington County schools, Hagerstown, Maryland.

Final phases of the study are concerned with observations, conclusions, and recommendations. As a springboard for further activity, these recommendations merit study by audiovisual personnel. Too lengthy to state in detail, brief attention is nonetheless called to certain ones: (1) a cooperative study with ASCD to identify actual and potential uses of TV and radio and respective roles of educators and educational broadcasters; (2) development of kinescope services dealing with principles, practices, problems, and examples of classroom utilization of radio and TV; (3) the establishment of a national repository of kinescope recordings of inschool programs; and (4) research to compare instruction by TV with the "range" of classroom teaching rather than with the best teaching.

Television Effects: A Summary of the Literature and Proposed General Theory, by Lionel C. Barrow, Jr., and Bruce H. Westley, University of Wisconsin Television Laboratory, 600 N. Park Street, Madison. Research Bulletin No. 9, May 26, 1958. 184 p. (Mimeo)

The purpose of the project described in this report was stated in these terms: "to conceptualize a more basic theory of significant factors in the effectiveness of educational television techniques. This theory, based on what has been done in relevant fields, would point toward the creation of an experimental program of research which would exhaustively test out the hypothesized system—and, of course, add immeasurably to the fund of knowledge in experimental studies of production." Forty-one "pertinent" documents were utilized; of this number seven were specifically involved with television and the remaining 34 were sound motion picture studies.

In the pursuit of the purpose of this study, film research occupied a larger segment of literature analysis since the newness of television was responsible for a very limited number of materials meeting the criteria posed by the investigators. Besides the search of literature, the program included (1) a tentative exposition of a theory; (2) an ordering and summary of the pertinent studies in accord with the tentative theory; and (3) revision of the theory and a reordering of the summary.

In the words of the authors "a limited and tentative theory of the effectiveness of television and other audiovisual communications" is presented. The theory states that communication effectiveness depends upon coping with interferences which distract attention and interferences which mask messages. The communicator copes "with the former by maximizing the *relative comprehensibility* of the message." Relative potency is the degree to which a message is capable of attracting and holding attention; relative comprehensibility is the degree to which a message is understandable to the receiver.

The report states that "these concepts are treated as interdependent; relative potency is understood to be a necessary condition for relative comprehensibility, whereas relative comprehensibility is not assumed to be a necessary condition for relative potency."

Much work remains to be accomplished in the clarification of these concepts. The provisional theory, it is hoped, will stimulate further research and so provide a better understanding of the process and effects of mass communication. Each study incorporated in the findings is abstracted in the appendices: bibliographical data, problem, procedure, results, and comments.

TV and the English Teacher

Professional pedagogical magazines reflect the widespread interest held by subject-matter teachers in the application of television to and through their specialized fields. In the *English Journal* (Vol. 47, December 1958) particular emphasis is laid on the mass media in the classroom. James J. Brunstein, an English teacher in the Casa Grande (Arizona) Union High School presents "Ten Uses for Commercial Television in the English Classroom." These include mock TV programs based on student viewing; applying "Emmy" awards to students' work; essay assignments chosen from any phase of TV use of kinescopes; and, use of "live" TV as a part of regular classroom activities.

"Television Drama: A Discussion," edited by Milton Kaplan, brings to the reader the points of view of the classroom and of the television industry. The article states that the discussants considered TV drama, despite its obvious limitations and restrictions, as a distinct literary form with its own rules and characteristics and offering opportunities to the actor and the writer. Their conclusion was that development of these opportunities which should be intensified with the growth of an active and informed audience, is an important function of teaching English. [THE END]

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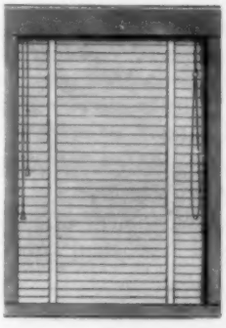

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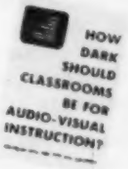

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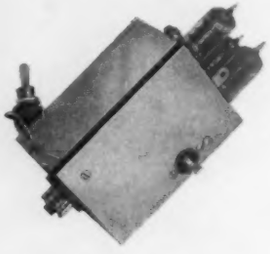

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MANY SCHOOL SYSTEMS are considering the purchase of one or more TV receivers and may need information concerning the type best suited for school use. In many cases, the deciding factor is the "friend" of a good friend who can get the best discount. In these cases, little consideration is given to characteristics which really count.

Transvision Incorporated has designed a classroom television receiver, which, in my opinion, is the most suitable receiver for school use. I make this statement for these reasons:

- The Transvision receiver uses a 24-inch picture tube giving a picture which is large enough to be used in the average classroom.
- The sound system is much better than in most or all of the so-called "home" television receivers. There are three speakers instead of one and the speaker cabinet is so made that better sound results. An interesting feature is the so-called "echo" control which compensates for the acoustics or lack of them in the classroom.
- Because the speaker cabinet serves as a stand for the receiver, the center of the picture tube is five feet off the floor; thus the children are able to see the picture easily over the heads of their classmates without having to keep moving from side to side.
- Heavy five-inch ball-bearing casters make it easy to move the receiver from classroom to classroom, especially in the modern one-floor school buildings. These casters are so mounted that the receiver is practically "tip proof."
- The receiver unlatches from its base and four sturdy handles make it possible to carry the set easily and safely from one floor to another. The base is carried separately.
- There is a built-in antenna as part of the receiver. In many areas, this antenna will provide a satisfactory signal.
- All controls are on the front of the receiver making it easier to operate and the instructions for operation are permanently mounted on an engraved plate near the controls.
- It is possible to lock the TV receiver by closing a door covering the controls. This prevents unauthorized persons from using the receiver.
- The back of the receiver also has a lock to prevent tampering.
- Many times it is desirable to record the sound portion of a television

program. With the average receiver, it is necessary to get inside for your output connections. The Transvision receiver has an output for this purpose. This same output can also serve as an input when desired so that you can play the school record player through the TV set and thus utilize the set's speakers for better sound.

- The cabinet is made of wood. This is not only for the sake of appearance but also as a safety measure.
- In many areas UHF or closed-circuit television is being considered and the Transvision receiver is ideally suited for this purpose as well as for VHF reception.
- Last, but not least, price is a factor and the Transvision receiver, at least in the New Jersey area, is sold to the schools for $299. In my opinion this is a real value.

I have had the opportunity to use and test the Transvision receiver in my own demonstration center. Even though we are in a very poor receiving area, we get a good picture. I know from the reactions of visiting administrators that the receiver has appeal and I earnestly suggest that you contact Transvision Incorporated at New Rochelle, New York, for more information and a possible demonstration in your school.—WILLIAM H. KING

ETV Bibliography

Educational Television Today—A Status Report, January 1959, and *Educational Television Factsheet, January 1959*, both from Joint Council on Educational Television, 1785 Massachusetts Ave., N. W., Washington 6, D. C.

Closed-Circuit Television as a Medium of Instruction at New York University. Free from the Committee on Television, American Council on Education, same address as JCET above.

TELEVISION IN EDUCATION, November-December issue of *Curriculum and Materials*. Board of Education of the City of New York. Single copies for 20 cents from the Publications Sales Office, 110 Livingston Street, Brooklyn 1, New York.

The Public Schools and Television, a case book of programming practices compiled by the Southern States Work Conference. $1.50 per copy. Send orders to William H. Pierce, Florida State Department of Education, Tallahassee.

N.E.T. News, published quarterly by the Educational Television and Radio Center, 2320 Washtenaw Avenue, Ann Arbor. A newsheet from which all materials may be reproduced freely. Pictures available on request.

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From Slate to Automation

(Continued from page 85)

kinescopes, and recordings. Materials for a communication technology—what we call audiovisual materials—are now available in respectable quantities for use in attempting to solve this problem of education.

Further, we have gathered much know-how. Partially because of the drama of these new media; partially because they can be worked fairly easily into an experimental design, and partially because of the need of the Armed Forces for accurate training information, audiovisual materials have been subject to more research as to their role in human communication in the last 35 years than has print since Gutenberg impressed his first folios.

Increasingly we have had, then, the equipment, the materials and the know-how. And how well have we done with them? The plain truth is that we have done miserably indeed in terms of our potential. Here, in the midst of the communications revolution when every soap, automobile, and safety pin manufacturer makes expert use of modern communication devices, we have managed either not to use them at all in education or to use them so badly for the most part that the slate and Mark Hopkins' log seems efficient by comparison.

Why is this so? There has been much speculation on this point, but I am convinced there are two main reasons. The first is lack of teacher competence. Much has been made in recent days of the contention that our teacher education programs are useless; it is charged that teachers get all method and no content. I am in the forefront of those who think a teacher should have adequate content, not only for obvious reasons, but for the freedom to deal with a subject matter that discipline imposes. And among those freedoms, for instance, is the ability to conceive of and use adequate audiovisual materials. However, take the area of science. Given a teacher who is master of his subject, given students who are highly motivated and highly intelligent, the problem of communicating great amounts of information, attitudes and skills still exists. Communication is still a skill and an art, and the proper handling of communication materials is also a skill and an art. This skill and art, regardless of Bestor, Lynd, or Admiral Rickover, does not spring fullblown from the skull of a Phi Beta Kappa.

Even the Jargon Is Out of Date

This is not to say that our institutes, workshops and courses in modern communication devices necessarily have done the job where they have been tried. Many of them have been, and are, miserable. They are often taught in a hackneyed fashion using an educational jargon that was psychologically out of date 20 years ago. But there are also some good courses of this type —courses that show us what can be done. It is up to the audiovisual professionals in the colleges and universities to develop a much more hard and disciplined content in this field.

However, lack of teacher competence is only half the story. The other half—and the larger half, I think—is administrative ineptness. How else can you account for the fact that many school districts and colleges spend money on equipment and materials and then force teachers to try to use them in classrooms so filled with sunlight that the only way to see a color film is to take it off the projector and examine it with a jeweler's magnifying glass?

How do you account for the fact that many teachers have to order motion pictures weeks in advance from a source hundreds of miles away. How do you account for, in 1958, one projector and one record player in a 15-room school? Where are the needed libraries of filmstrips and tapes—libraries that can serve individual teachers when they need them? Where are the production services to help teachers?

Reluctance All Along the Line

This, I think, is the crux of the problem. We have an educational crisis; we have an effort on a national scale to do something about one phase of that crisis by introducing ideas related to the automation concept —teaching by closed-circuit television, teaching physics by one set of 162 films (soon to be supplemented by another set of 70 or 80) and by other far-reaching projects. The evidence is pretty clear that (1) teachers have not shown themselves competent enough in this area to put sufficient heat on administrators and boards to obtain the needed materials and devices and (2) administrators and boards have shown singular reluctance to exercise the leadership needed to obtain funds for the expert personnel, materials, equipment and facilities necessary to do the job with what we now have and have had, actually, for many years.

And now we are being asked to skip the first industrial revolution in education and to move from the primitive level of the slate to the mid-20th century level of the Eurich-Stoddard effect. I worry about this a great deal. Are we wise enough to handle this jump? Our past record leads me to doubt it. If we have not shown the ability to plan for, and administer, a simple technical program what will we do with a complicated one?

There are probably more dangers in the uncontrolled use of the media of communication than in the uncontrolled use of nuclear energy. When nuclear energy was discovered, means of controlling it were invented at the same time—mechanical hands, various kinds of shields, and tests for too much radiation. We are now planning on a large scale the use of a host of devices involving the "master teacher." I have spent 20 years in the audiovisual business, and I certainly will not argue against television or massed films or anything else. But, if one master teacher for a district, why not one for the county, then the state, and then the nation?

All I ask is that we build in the control elements that will prevent possible misuse of these devices and materials. This implies a great deal of administrative planning and action. It means that we must invent and operate flexible systems that can integrate machines, materials, and men into the educational process. When you are dealing with 162 films in a year's time in one subject for several classes, application of present-type bumbling will result in chaos. And I warn you that

this and everything associated with it will cost money —lots of money.

For the future is not with the Eurich-Stoddard effect. That's merely a step along the way—something like "Detroit automation" is to real automation. Simon Ramo has looked into his crystal ball in an interesting article in the October 1957 issue of *Engineering and Science* and has come up with what is actually possible in the field of real educational automation. Every student in school, for instance, would have a plate, like a charg-a-plate. Or, with a little greater expenditure, his fingerprint would serve as well. This plate, inserted into a registration computer containing his data, would bring out instructions to him as to where he should go, what materials to pick up, etc. He would insert it into a slot at his desk to have his attendance recorded. As he punched buttons on his desk in response to questions given by the lecturer on the screen, a machine would record his responses. There would be memorizing machines, laboratory machines, and individual instruction machines capable of changing reels of film or tape to suit the student responses. All these are possible now. The teacher can be eliminated more easily than you think. Are we really wise enough to face this kind of future? We need many of these technological devices—we need them desperately. More than that, however, we need means of control.

It seems to me, then, that we have two great questions facing us. First, how do we enter this age of educational automation? Second, what do we do when we get there? For the first answer I think we should explore the concept of what is referred to these days in audiovisual circles as "saturation" as a first step before moving into the area of the Eurich-Stoddard effect. We should apply, in mass, with adequate administrative and supporting personnel, the means and appliances we already have or can easily create. Second, although this entire area of educational automation is fraught with the possibilities of national brain washing, we must move into it. The question is, can we develop the means of control? Nuclear energy is also fraught with the possibility of destruction; yet it cures cancer and lights cities. [THE END]

Continental Classroom *(Continued from page 91)*

age. Indeed, the facts indicated that some* had never had *any* college physics. Here, then, was a way to reach these teachers right in their own homes with a carefully prepared and skillfully taught course in modern physics. It was a natural.

Consider too the implication of this method of edu-

* EDITOR'S NOTE: The following three studies net these three percentages: (1) Baker, W. N. and Brooks, M. E., "A Study of Academic Preparation of the Secondary Science Teachers of Kansas," *The Science Teacher* 24:277-80, October 1957 *(16 percent had none);* (2) Pella, M. O., "The Nature of the Academic Preparation in Science of Wisconsin High School Teachers of Physics, Chemistry, Biology and General Science," *Science Education* 42:106-37, March 1958 *(7 percent);* and (3) Koelsche, Charles L., *The Academic and Teaching Backgrounds of Secondary Science Teachers in the State of Ohio,* Research Foundation, the University of Toledo, 1958 *(roughly 8 percent).*

AUDIO-VISUAL INSTRUCTION

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cation vis-a-vis the resources of the Soviet Union. In Russia there are 3 million TV sets for 200 million people. In America more than 90 percent of the population can be served with network television. Here is a natural advantage in mass communication that this country should exploit to the fullest extent.

Another reason for the success of this venture lies in the nature of the subject matter. It is highly visual. Demonstrations, diagrams, formulae—all of these have excellent visual possibilities for a medium that portrays motion. Those who have produced the lessons—and the teacher—have been most wise in exploiting the visual possibilities of physics.

Certainly another reason for success is to be found in the effective organization of the AACTE and in the ability to reach institutions of higher education in such a way and with such assurance of academic respectability that the country could be literally blanketed with offerings of credit courses under local auspices.

Not the least of reasons for success is to be found in the teacher. Harvey White has done a masterful job in spreading the subject matter of physics before the breakfast tables of America in a palatable form. Without such complete devotion to the cause and such patient attention to details the whole venture would have fallen flat.

Full Implications Not Yet Seen

The full implications of *Continental Classroom* cannot be accurately appraised at this time. The fortunate thing is that this endeavor was conceived and developed in cooperation with established educational leaders working through a recognized professional association. While the teaching emanated from one point and spread across a network of TV stations, the conditions for granting of credit were worked out by educators and implemented by local institutions.

There is not, and there should never be, a national agency for granting college credit by television. National organizations which command the respect of the educational world may develop and present courses but it is up to the local institution to provide the leadership and set the procedures for granting credit. Furthermore, institutions of higher education should be most cautious in offering network courses for credit unless they have the approval of national and regional associations to which they belong. The danger of granting credit for network courses under any other auspices should be readily apparent.

No single network nor single financial source should determine the courses to be taught, the teacher, or the content of the course. Only by working through existing educational organizations can educational standards be maintained. The possibility that groups not entirely disinterested might seize upon network television course offerings as a way to control the direction of higher education in America is a very real one and should be resisted by the educational community.

If television is to serve educational ends—and it should serve educational ends—then it must be under the leadership of competent educators. [THE END]

The Delmarva Story

(Continued from page 89)

The followup discussions, conducted by the teacher immediately after the telecast, review the subject and stimulate interest in working out projects. The teacher suggests materials and sources for further information.

The teachers themselves have been quick to suggest steps that would achieve closer ties between classroom and studio as well as enable them to function more effectively in the partnership. The samples below give some idea what classroom teachers in the Delmarva project have learned about ETV in these brief months:

I have found that when children try to take notes during a telecast they lose interest in the TV lesson. I have told the children that I will take all the notes and put them on the board after the lesson.

I found that the lessons seemed crammed with information and I have just realized why. . . . Some of the material is for everyone and some for those pupils who are more apt. I am amazed how much some pupils seem to understand. I hope you do not simplify the lesson too much.

Why don't the TV teachers give pupils time to answer all the questions?

The value of a TV lesson is in the fact that children see and hear. I don't want Mrs. Mumford [the studio teacher] to tell them to write, for that distracts them.

I had to appoint a museum committee, the children brought in so much stuff. The objects needed to be grouped and labeled. After their work was complete the committee complained that the class was always "messing up the exhibit." So the committee arranged two tables. They called one "An Exhibit for Our Eyes To Use," and the other, "An Exhibit for Our Hands To Use."

We could find little material on "boats and buoyancy" before the unit started so we decided to write a book on the subject. We felt this information should be in our school. I was amazed at what was written after each telecast. Some children saw to it that their mothers watched the telecasts so that they could call on them for help. Really our school now has illustrated books on boats and buoyancy. We plan to ditto some of the articles so that each of us will have a complete book plus the 28 individual books. Some parents have asked for extra copies of the dittoed books. Most of the work was done as homework and during English period.

As the result of a telecast my children got into an argument over whether pennies should be used in the fuse box. Some of the children said that they had put pennies in at home and that nothing burned. I was wishing the TV teacher were there to settle the argument, then I thought: "It is wonderful if children argue about right and wrong, but I must see that 'right' prevails." So I invited an electrician to come to class to demonstrate. When fire flew and the fuse blew out we really knew what happens when you use a penny. But suppose there hadn't been an argument?

The school systems participating in the project stress their belief that television cannot replace good classroom teaching; that TV is merely a means to supplement the work of the classroom teacher and make available to her another valuable aid.

It is recognized that television has unique potentials in motivating children to learn and in presenting ideas and information. Beyond these two steps in the learning process, however, a capable classroom teacher must take over. Television will produce virtually nothing if she is not present. [THE END]

Interaction at the NEA

(Continued from page 93)

to assign "debits or credits," but the central business of effective and rapid learning is a matter of how you use the instrument. The main question in Dr. Carpenter's view is: How can we arrange for the kinds of responses we want, and how can we get "reality checks" into the program to ascertain whether we are getting the desired results? (Dr. Carpenter found some opposition to his argument against the "uniqueness of the medium.")

After two days in which they had heard these main speakers, had participated in general discussions, and had listened to "case histories" of achieved interaction, the conferees were ready to form sub-groups and deliberate upon the theme according to their personal "biases." In addition to the adult educators mentioned earlier, five other groups deliberated these questions: (1) What is the function of the interaction in learning and what criteria are suggested for selecting learning experiences? (2) Is there a special television experience: and what should the viewer do to improve the quality of interaction? (3) What should the classroom teacher receiving television do to improve the quality of interaction? and (5) What administrative techniques might be set up to facilitate interaction? (This group considered also the inservice values of educational television.)

Full Report To Come

The outcomes of these group sessions have not yet wholly evolved. Having just finished deliberations when the conference ended, the subgroups submitted written reports (and in some cases simply outlines of ideas) to Dr. Wigren who will prepare a detailed interim report of the three days' proceedings. This will be sent out to participants for reworking, then returned to Dr. Wigren for final editing, publication and distribution.

There was a strong feeling among participants that their work should be taken up again in a future meeting. To this end, Dr. Wigren has announced, the NEA plans to sponsor a second seminar this year, tentatively set for May 11-13. This conference will pick up and elaborate upon one aspect of the seminar just concluded. Probably chosen will be the problem of establishing criteria to serve as guidelines for planning televised learning experiences, a problem which loomed large at the February meeting. In order not lose the work accomplished then, some of the participants will be invited to reconvene, Dr. Wigren said.

These seminars together with the one sponsored by the NEA in September 1957 are made possible through the NEA Expanded Program, as Deputy Executive Secretary Lyle Ashby pointed out in his welcoming remarks. They signalize in a very special way the kind of contribution the NEA can make to the entire educational field. The seminar last month brought up perhaps for the first time the whole question of "interaction in learning."

Dr. Bills in his speech said that it was unfortunate that the topic of interaction had not been dealt with "to any great extent in the psychological literature concerned with learning theory." At the close of the conference Dr. Bills said privately that his sub-group on the function of interaction had stumbled unto some very important concepts. "I've learned a lot from this seminar," he said, "and strangely enough, not about ETV, but about learning." [THE END]

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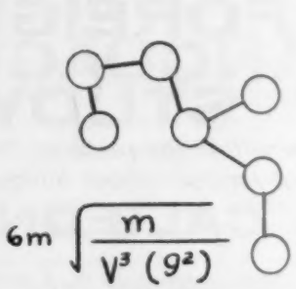

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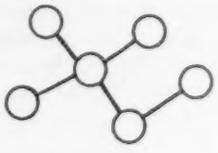

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NEWS NOTES

BILL KING sends this résumé of the December meeting of the New Jersey Leadership Council which drew the largest crowd in the Council's history to hear Julien Bryan present his film *This Is Russia*. More than 700 school administrators and their friends attended this second meeting in a series of four decided upon by the Council for this year. (The first was concerned with AV budgets.)

As a further attraction, DAVI President Charles Schuller discussed via tape the National Defense Education Act. A kodachrome slide of Dr. Schuller remaining on the screen while the audience heard his words proved to be an effective technique, according to Mr. King. He said that interest was particularly keen because Dr. Schuller will make the major address at the Council's May meeting.

Illinois Spring Meeting

Round-table discussion of six pressing audiovisual problems will be the main issue at the annual spring meeting of the Illinois Audio-Visual Association scheduled for April 2-3 at the Leland Hotel in Springfield. The six questions slated for scrutiny: administrative problems, audiovisual materials as part of classroom learning; cooperative libraries, budgeting, technical help in using AV equipment, and inservice training. During the dinner session Charles Schuller will give an overview of developments under the National Defense Education Act. Friday's session will include a discussion of the Illinois plan for implementing the Education Act.

College President

Fred F. Harcleroad, dean of the college at San Jose State College, has been named first president of the newly established Alameda County State College to be located in the vicinity of Hayward, California. Long a leader in the audiovisual field, Dean Harcleroad has served on numerous DAVI committees. Last year he addressed the Minneapolis Convention as program evaluator. He is co-author with James Brown and Richard B. Lewis of *Audio-Visual Instruction*, a textbook to be released by McGraw-Hill this month. A native of Wyoming, Dr. Harcleroad holds degrees from Colorado State (Greeley) and Stanford.

Dean Harcleroad

At Valley Oaks Elementary School, Spring Branch Independent School District, Houston, Texas—selected by A.A.S.A. for showing at its exhibit of outstanding school designs—Mrs. Lois Land, Director of Special Services, says:

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